INDIANA AHPERD JOURNAL

Volume 29, Number 2 Spring Issue 2000

IAHPERD

Indiana Association
for Health, Physical
Education, Recreation
and Dance

Affiliated with American Alliance for HPERD

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 29, Number 2 **Spring 2000**

Indiana Association for Health, Physical Education, Recreation and Dance

Contents

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

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www.bsu.edu/indianaAHPERD

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.

A new program, **JUMP ROPE/HOOPS FOR HEART INCENTIVE AWARDS,** will be implemented this year. The incentive awards ($500 or less) are to support activities planned and administered by Jump Rope/Hoops for Heart coordinators to enhance health, physical education, recreation and dance in the school or community setting.

MIDWEST AHPERD DISTRICT CONVENTION

attended the Midwest AHPERD Convention in Chicago, February 2-6. Although I attended many valuable sessions the most exciting news is IAHPERD's own **Karen Hatch, Past President, was elected President Elect of the Midwest Association.** Congratulations Karen! We're proud of you and know you will represent Indiana and the Midwest association with the same dedication to excellence shown during your IndianaAHPERD presidency.

THE PHYSICAL EDUCATION FOR PROGRESS (PEP) ACT

The PEP Act would authorize appropriating $400 million over a five year period to improve physical education programs for kindergarten through grade 12 students. Indiana's own Richard Lugar is a cosponsor of the Act. No legislative action has been taken to date. To learn more about the bill, stay informed about the bills progress and find out what you can do to encourage passage, visit the "What's new" section of NASPE's website at http://www.aahperd.org/.

REGIONAL WORKSHOPS

There are a number of regional workshops being planned and conducted this spring. Manchester College is hosting Middle School Health and Physical Education, March 15. Purdue University is hosting Elementary Physical Education, April 5.

POSTER CONTESTS

Don't forget the poster contest for grades 6,7,8. The theme for this year is "Fitness Connections." Reproducible 8X10 posters are due April 21. Send posters to Nick Kellum, IUPUI, Indianapolis, Indiana. For more information e-mail rahull@anderson.edu.

A new contest is being developed for high school students for fall, 2000. The theme is "Capture Activity Through the Arts." Winners will be selected in three categories: written, video, and photography. For more information e-mail rahull@anderson.edu.

ADVOCACY INITIATIVE

The Advocacy Committee is busy developing a mailing to send to all professional health, recreation, dance and physical educators who are not current members of IAHPERD. The mailing may include an application for membership, a brief explanation of the benefits of membership in the association and an incentive. Please encourage those professionals you know who are not members of IAHPERD to join.

SAYING GOOD BYE!

Dr. Nick Kellum has resigned as executive director of IAHPERD. Nick has served as executive director for the last 15 years. Nick has served in every capacity in the IAHPERD association including President. IAHPERD has benefited from his leadership and is fortunate indeed to have Nick as a member, friend and colleague.

MARK YOUR CALENDAR

Mark your calendar now for the next IAHPERD Conference, "Make New Connections." It will be held on November 16-18, 2000 at IUPUI in Indianapolis, In.

If you have questions regarding the contents of the greeting or wish further information about mini-grants, jump rope/hoops for heart incentive awards, PEP Act, poster contest information, please e-mail me at brezette@usi.edu for further details. HAVE A WONDERFUL, HEALTHY, HAPPY SUMMER!

JANE DAVIS-BREZETTE,
IndianaAHPERD PRESIDENT

STATE OF THE PROFESSION

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Activity Web-Sites

Here are some web-sites and telephone numbers which might be helpful when seeking information about fitness.

ACE American Council on Exercise www.acefitness.org 800-825-3636

ACSM American College of Sports Medicine www.acsm.org 800-486-5643

AEA Aquatic Exercise Association www.aeawave.com/aea.hmtl 888-232-9283

AFPA American Fitness Professionals & Associates www.AFPAfitness com 800-494-7782

AIFE American Institute of Fitness Education www.aife.org 800-545-2262

API Aerobic Pipeline International 209-576-2611

AQUA Aquatic Fitness Professionals Association International www.aquacert.org 303-621-2931

IFPA International Fitness Professionals Association www.ifpa-fitness.com 800-785-1924

ISSA International Sports Science Association www.issa-usa.com 800-892-4772

IWA International Weightlifting Association 800-934-4487

NAFC National Association for Fitness Certification www.fitnessprofessionals.com 800-762- 6232

NASM National Academy of Sports Medicine www.nasm.org 800-656-2739

NATABOC National Athletic Trainers Board of Certification www.nataboc.org 800-879-6282

NCCAP National Certification Council For Activities Professionals www.nccap.org 757-490-7855

NDEITA National Dance Exercise Instructor's Training Assoc. www.ndeita.com 800-237-6242

NFPT National Federation of Professional Trainers www.nfpt.com 800-729-6378

NSCA National Strength and Conditioning Association www.nsca-cc.org 888-746-2378

NSPA National Sports Performance Association www.nsspainc.com 800-494-6772

SFA American Senior Fitness Association www.seniorfitness.net.org 800-243-1478

NOTIONS From YOUR EDITOR...

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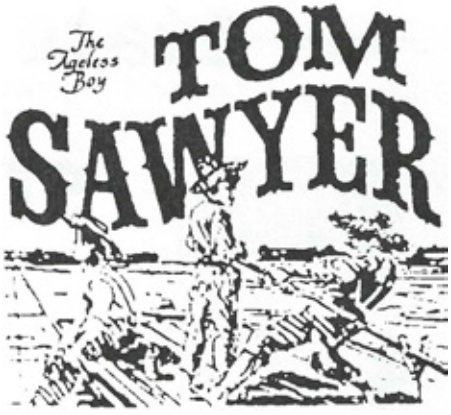


Effective Teaching in Distance Education

For over 100 years, distance education has served as an alternative method for delivering academic course work to students unable to attend traditional campus-based classes. The format of distance education varies from correspondence-style courses to technologically based courses using the Internet. Distance education offers students considerable benefits, including increased access to learning lifelong learning opportunities, and convenience of time and place (St. Pierre, 1998). Distance education may be essential for learners who are truly place-bound because of factors such as employment, child-care demands, disability, or remoteness of the location where they live (Rintala, 1998). This digest presents information on the many forms distance education can take and keys to successful teaching with distance education.

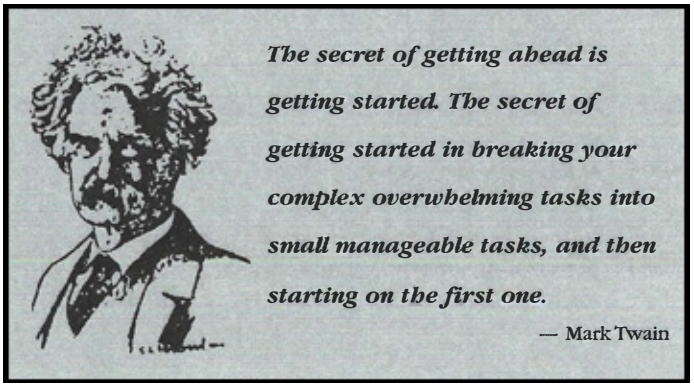
What is Distance Education?

Distance education is a method of education in which the learner is physically separated from the teacher and the institution sponsoring the instruction. It may be used on its own, or in conjunction with other forms of education, including face-to-face instruction. In any distance education process there must be a teacher, one or more students, and a course or curriculum that the teacher is capable of teaching and the student is trying to learn. The contract between teacher and learner, whether in a traditional classroom or distance education, requires that the student be taught, assessed, given guidance and, where appropriate, prepared for examinations that may or may not be conducted by the institution. This must be accomplished by two-way communication. Learning may be undertaken either individually or in groups; in either case, it is accomplished in the physical absence of the teacher in distance education. Where distance teaching materials are provided to learners, they are structured in ways that facilitate learning at a distance.

Forms of Distance Education

In its original form, teachers using distance education traveled to remote sites and taught a class, or corresponded with students through mail, telephone, or fax machine. Individualized study has been a method of reaching the remote student for some time. Detailed course instructions are sent to the learner who performs the assigned tasks and returns the completed work to the teacher for evaluation and reassignment if necessary.

Technology has raised the quality of individual~zed distance instruction. The use of various forms of electronic media increases time effectiveness and improves the delivery of information. Video, audio, and computer-based applications may enhance the



product received by the independent reamer. Electronic delivery can occur using sYnchronous communication, in which class members participate at the same time, or asynchronous communication where participants are separated by time (Romiszowski, 1993).

Video/audio models of distance education include broadcast television, cable television, satellite microwave, fiber optics, and audio graphics. The most widely used format is broadcast and cable television (Parrott, 1995). However, developments in satellite and fiber optic systems have produced other successful programs. The interactive capability of many of these networks has produced a distance classroom that is nearly identical to c regular classroom. Teachers and students can interact through both two-way video and one-way video with two-way audio systems. The recent development of Desktop Video Conferencing (DVC), which brings interactive video capability to the desktop computer, further enhances learning opportunities.

The linking of computer technology through the use of the Internet or CD-ROM with television transmission provides a potentially new dimension to distance education. This technique can link university professors to high school teachers, or to physically disabled students, in a distance setting (McLean, 1996).

Another form of interaction is the use of computer conferencing. This method utilizes asynchronous communication in such forms as an e-mail list group, an Internet discussion group, or other types of conferencing software. Asynchronous methods of communication are especially appealing to the learner who has difficulty scheduling specific time- and place-bound course work.

Adaptability

Distance education can be used for some aspects of most disciplines. For example, several institutions of higher education already have developed certificate programs undergraduate programs, and graduate programs in health and physical education that are delivered using distance education methods. Eastern Oregon University, Emporia State University, Kutztown University, LaSalle University, the Medical' College of Wisconsin, University of Wisconsin at Stevens Point, and Virginia Tech are among institutions integrating distance technology into their physical education programs.

Traditional programs that are heavily based in skill development and demonstration or require laboratory work can be offered in a distance education framework using interactive video interfaced with computers to facilitate a hands-on learning approach at a distance. Classes that use lecture and laboratory experiences are easily adapted to a distance education situation. Course materials, including animals for dissection, are sent to class participants with video and written instructions and assignments.

Effective Teaching and Learning With Distance Education

Distance education dictates changes in behavior for both the teacher and the learner. The successful student develops persistence and skills in self-directing work. The successful distance education teacher becomes conversant with new technology and develops new instructional styles, moving from creating instruction to managing resources and students and disseminating views (Strain, 1987). Administrative and faculty support for distance education are critical to the success of this instructional method. Administrators should take note that the implementation of a distance education program may allow access to a greater number of students. However, the time and work associated with teaching at a distance exceeds the normal requirements of campus-based instruction.

Students in distance education settings perform as well or better on assignments, class activities, and exams when compared to campus-based students (St. Pierre, 1996). Nevertheless, students must maintain persistence and a clear focus to succeed in a distance learning situation. Self-direction, a passion for learning, and strong individual responsibility are important influences on achievement. There are indications that distance education works best for more mature, motivated, well-organized, and already accomplished learners (Rintata, 1998).

Garrels (1997) describes five critical elements for successful teaching at a distance:

Instructor enthusiasm. This requires animation and comfort in front of the camera, or with the technology utilized. Faculty support and interest are critical to the success of distance learning endeavors.

Organization. Teaching materials must be prepared in advance, timing, variation, and smooth transitions must be planned. Instructors should allocate from 3 to 5 hours of preparation for each hour of distance instruction. Great attention to detail is required long before the actual classroom activity occurs (Summers, 1997).

Strong commitment to student interaction. Whatever the modality used to teach at a distance, the instructor must encourage and facilitate ongoing communication between the students and the instructor.

Familiarity with the technology used in the class format. Faculty development is important before beginning any distance activities, and instructors should be trained in video use, computer use, or other forms of instructional technology used.

Critical support personnel. Production staff, graphic designers, and technical staff members will help the instructional setting produce successful teaching at a distance.

Conclusion

The potential use of distance education within all disciplines is tremendous as this application to higher education evolves within our culture. Distance education is not a panacea for the difficulties and barriers encountered in traditional educational settings, but it does provide the potential for greater service to more individuals seeking learning opportunities.

References

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

Garrels, M. (1997). *Dynamic relationships: Five critical elements for teaching at a distance.* Faculty Development Papers. Available online at: Indiana Higher Education Telecommunication System (http:, www.ihets.org/distance ed/fdpapers/1997/garrels. html).

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ATTENTION

"GETTING PHYSICAL: Exercising our Demons: Sedentary Lifestyles and Fatty Foods leave Americans Overweight and Unhealthy

By David Satcher, M.D., Ph.D., is U.S. Surgeon General

Atlanta Journal Constitution
March 15, 2000

Editorial Page

I am alarmed by the steady trend we have seen over the last two decades toward decreasing physical education requirements in public schools across the country. As a nation, we are becoming increasingly more sedentary in our lifestyles —- at home, at school and at work. Televisions and computers promote sedentary habits at home; fewer and fewer schools require students to take physical activity at school, and new convenient labor-saving devices require expending less energy at work.

We have no national data to assess activity levels among children. But we do know that, currently, no state mandates daily physical education in grades K-12, and participation by adolescents in grades 9-12 in daily physical education has declined dramatically —- by about one-third, from 42 percent to 27 percent between 1991 and 1997.

These factors, combined with an American diet that is too heavy on sweets and fats and too light on fruits and vegetables, have raised obesity to epidemic proportions in the United States. It is increasing at alarming rates in both children and adults, and disproportionately in minority populations. According to data from CDC's National Center for Health Statistics, more than half (54.9 percent) of adults in the United States are overweight or obese, 25 percent of women and 20 percent of men are obese and 10 to 15 percent of children and adolescents are overweight or obese.

Obesity is associated with a variety of risk factors for cardiovascular disease, such as elevated cholesterol, hypertension and Type 2 diabetes mellitus, as well as an increased risk of cancer and other diseases (In the case of Type 2 diabetes, which used to be known as "adult onset diabetes," we are seeing a dramatic increase in prevalence in children as young as 9 years old). In each of these areas, we also find an area where minorities are disproportionately represented. The total costs of diseases associated with obesity have been estimated at almost $100 billion per year, or approximately 8 percent of the national health care budget.

The 1996 Surgeon General's Report on Physical Activity concluded that physical activity is important for weight control and appears to favorably affect distribution of body fat. By using energy and maintaining muscle mass, physical activity is a useful and effective adjunct to dietary management for avoiding weight gain or losing weight. And our 1999 Surgeon General's Report on Mental Health found epidemiological studies indicating that people who are inactive are twice as likely to have symptoms of depression than are most people.

If we are going to address these problems, we will need to set in place systems that work toward preventing it. We need to create environments where healthy lifestyles are as easy to adopt as unhealthy ones. It's going to take more than individual efforts to bring about this kind of change. Efforts must be based at the community level, including school programs. If we do not require physical education in our schools, if playgrounds and parks are not safe to play in, if adults don't organize children's sports activities, children will be physically inactive.

There really are no easy answers, but one thing is certain —prevention is the key to the future. We must learn how to develop and implement measures to prevent obesity and promote healthy lifestyles. From that standpoint, our schools have a responsibility to educate both minds and bodies. That should be our challenge for the future.

REGIONAL NEWS

Regions 5, 6, 7, and 8 joined forces to sponsor a Regional Workshop hosted by Manchester College on March 15, 2000. Mary Jo McClelland (Southwood Jr./Sr. High School) organized the event. Over fifty professionals and students participated in multiple interactive learning activities to gain new ideas for the classroom. "Get in the Game", presented by Becky Hull (Anderson University), included new competitive and cooperative games promoting enjoyable physical activity. "Swing's the Thing", presented by Lana Groombridge (Manchester College), encouraged all participants to learn basic swing dance steps to teach to students and or school staff members. "Making Health Fun and Games", presented by Karen Hatch (McCulloch Middle School) and Cathy Huntsinger (Frankton Jr./Sr. High School), demonstrated innovative classroom activities for the health curriculum. "Tennis Anyone?" presented by Jeff Giles and associates of the United States Tennis Association, involved participants in a variety of skills and drills with and without nets for all age groups.

Visit http://www.manchester.edu/department/HPE/IAHPERD_OO.html to view pictures of the activities.

Silver Spartans: An Adapted Focus for Undergraduate Physical Education Preparation

by Kim A. Duchane
Manchester College

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Jane Fonda and Richard Simmons aren't the only people "movie' and exercising to the oldies!" Manchester College has developed a unique academic and service learning experience for older adults in their northeast Indiana community. The College's interdisciplinary gerontology program has combined resources with the Department of Health and Physical Education (HPE) to develop and support Silver Spartans, a health and fitness program for older adults consisting of individualized strength training, aerobic exercise, and social opportunities.

The HPE faculty came to the realization that spending the majority of time focusing their students' attention on learning and providing service to a select group of individuals, such as children and adolescent athletes that compose a small percentage of Indiana's population, would not lead to much of a societal impact. Rather, they decided to broaden their training program to generalize the importance of physical activity to the population at large. The purpose of this paper is to describe a process of adapting undergraduate physical education preparation to include health and fitness experiences working with adults 65 years and older.

There has been increased recognition over the last 10 to 20 years that "getting people moving" has serious medical applications with the aged. The Surgeon General Report (US Department of Health and Human Services, 1996) evidenced the use of physical activity as a primary prevention strategy against the development and progression of chronic disease. With the rising cost of health care and the growing realization that physical activity can mitigate many of the debilitating ailments associated with older adults, HPE professors and their students have joined efforts to develop and implement programming to improve the health of the rapidly expanding older adult population in Indiana.

The Silver Spartans program had a birth a few years ago. In the summer of 1997, several HPE faculty members joined professors from other academic programs on campus to participate in a gerontology seminar. Realizing an estimated 70 million people will be more than 65 years old by the year 2030 and 25 percent of the North Manchester community is composed of older adults, the focus of the seminar was to assist in better understanding the needs of these individuals and the developmental changes they go through as they age. Following the seminar, HPE professors Kim Duchane, Brice Bedke and Tyler Sisco submitted proposals for projects to support an older adult health and fitness program. Duchane developed the ArenaWalker fitness walking program.

Bedke adapted one of his classes, Therapeutic Exercise, to include gerontological issues in the course content. Sisco also modified his Advanced Principles of Strength Training class to include a service learning experience pairing his students with older adults in a fitness setting.

Additional academic and community-based service projects were developed by the department the following year. Prof. Michelle Gill involved her students in an intergenerational Adopt-a-Grandparent program, buddying up student-athletes with residents at TimberCrest Church of the Brethren Home for a social experience. Drs. Lana Groombridge and Kim Duchane developed fitness programs at continuing care retirement communities in the area. Groombridge coordinated a strength training program at TimberCrest and Duchane directed a fitness program at Peabody Retirement Community staffed by students in his adapted physical education teacher preparation courses. Their programs had several goals: to provide undergraduate HPE students with the experience of working with adults before the students entered student teaching or other professional internships, and to provide high quality, supervised physical activity opportunities for older adults. Thus, the program served students by perfecting their technical, communication, and leadership skills, and it served older adults by providing a variety of health and fitness activities.

As students become more familiar with the fitness program, and as they develop their professional skills, they are given greater responsibilities in the Silver Spartan program. For example, two upperclass students in health and physical education began assisting in the afternoon strength training class. At first, they observed the class and organized the equipment. After learning to measure blood pressure and pulse measurements in their Exercise Physiology class, they began taking measurements of the adult participants prior to working out. By the end of the semester, the students could proficiently monitor participants and confidently lead a 30 minute exercise class.

Simultaneously, interest in developing a fitness program for older adults was also growing at the College's new fitness center. Groombridge and Ms. Kendra Matthews, Exercise Specialist, were beginning to plan a program consisting of individualized strength training and aerobic exercises. Soon the doors of the Brown Fitness Center were swinging open with adults 65 years and older interested in exercising and maintaining their health.

Now in the Spring of 2000, the initial proposed projects are drawing to a close. Many hours of discussion among HPE faculty and the Silver Spartan participants have taken place. Policies have been revised and continue to evolve. The program thrives and hopefully will continue in the future. So, if you are ever on the Manchester College campus and strolling by the Physical Education and Recreation Center, do not be surprised to see silver haired fitness enthusiasts working out with cap-wearing students and several inspired professors.

Reference

US Department of Health and Human Services. (1996). *Physical activity and health: A report of the Surgeon General*. Atlanta, GA: Centers for Disease Control and Prevention.

Aerobic Instructor Characteristics Most Likely to Affect Class Participant Satisfaction

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The fitness industry is an extremely competitive with attracting and retaining members perhaps the greatest challenge facing many fitness and university recreation centers today. If a center has a stable or growing membership it can plan for the future secure in the knowledge that it has a solid commercial and/or community base. To ensure a stable base it is vital that members are satisfied with key aspects of the center, such as facilities, accessibility, and of course the staff and instructors. Aerobic classes are the major activity at most fitness and recreations centers, and therefore it is important that members are satisfied with the instructor teaching the class in which they participate. The instructor can thus play a vital role with the satisfaction and ultimately the retention and adherence of clients. This paper examines aerobic instructor characteristics most likely to influence aerobic class participant satisfaction, and the focus of the paper is to present characteristics controllable by the instructor that will best predict client satisfaction with the instructor.

Much of the literature regarding exercise classes and participant satisfaction has centered around the issue of group size, and most of these studies report a negative relationship between large group size and participant satisfaction (Carron, Brawley, & Widmeyer, 1990; Widmeyer, Brawley, ~ Carron, 1990). Carron et al., (1990) reported that larger groups are associated with increased density, crowding, feelings of personal threat, and inhibition. Additionally, individuals in large groups reported decreased feelings of personal responsibility, and show reduced amounts of participation, interaction, and communication.

Prossin and Carron (1989) showed that despite a consistent teaching approach for all participants', most participants' perceived the instructor behaved differently in small, medium and large classes. Satisfaction of the instructor was high in the small sized class, low for the medium sized classes, and then high again for the large sized classes. These results showed that the instructor's interaction and teaching style changed as the size of the class changed with more one on one contact with the instructor in small classes, and more control and authority expressed by the instructor in large classes.

An important aspect of the discussion about group size is the importance of the perception about the size of the class. What seems to be a 'large' or 'small' class for one individual can be different for someone else, and this has not been explored in the literature. Perhaps it is not the size of the class itself,

but the perceived class size to the participant as well as the instructor interactions, which most effect satisfaction.

As stated above, the aim of this investigation was to explore satisfaction with instructor controllable characteristics. For example, variables such as voice clarity, enthusiasm, appearance, professionalism, technique, volume of music, type of music, program structure, and atmosphere can be included. No information is available regarding these variables and no relevant studies, however, were found. Participant satisfaction within an aerobic class is dependent on a number of variables, which don't work alone but interact and affect clients in different ways. The results reported here will explore and establish those variables, which would most likely affect aerobic class participant satisfaction. It was proposed that variables controllable by aerobic class instructors or by management, such as class size, would predict participant satisfaction. It was also predicted that group size would have an inverse effect on satisfaction because as class size increased, satisfaction should decrease. This research is important to both exercisers and fitness and recreation center management.

Method

Participants

The participants were from five fitness centers and gyms in metropolitan Melbourne, Australia. A total of 90 aerobic class exercisers (69 = female, 21 = male) agreed to participate in this survey. The average age was 28.74 years. Fifty-eight of the participants attended class 1-3 times per week, 30 attended class 46 times per week, and 2 attended class 7 or more times per week.

Measures

Participants completed a survey designed to assess satisfaction with a variety of instructor controllable characteristics. These characteristics included, voice clarity, enthusiasm, appearance, professionalism, technique, volume of music, type of music, program structure, atmosphere, and group size. One variable was controllable by the participant and this was satisfaction with the participant's own effort. These variables were to be used as predictors for satisfaction with: the instructor, instructor's interaction, instructor's instruction, and instructor's exercise choice. This survey was scored on a 5 point Likert scale with the anchors 1 = 'not at al1 satisfied' and 5 = 'extremely satisfied.' Each question was prefaced with, "How satisfied are you with the ..?' Participants were also asked to indicate whether they perceived the class to be small (n = 20), medium (n = 34), or large (n = 36) in size.

Results

Gender and Perceived Class Size Differences

One-way Analysis of Variance (ANOVA) revealed no gender differences for satisfaction with instructor [E (1, 87) = .278, p = .599], satisfaction with instructor's instruction [E (1, 87) = .769, p = .383], satisfaction with instructor's interaction [E (1, 87) = 2.23, p = .139], and instructor's exercise choice [E (1, 87) = .075, p = .784]. One-way ANOVA was also conducted for these dependent variables based on perceived class size of small, medium, and large. No significant differences emerged for satisfaction with instructor [E (2, 85) = .117, p = .889], satisfaction with instructor's instruction [E (2, 85) = .686, p = .506], satisfaction with instructor's interaction [E (2, 85) = .861, p = .426], and instructor's exercise choice [E (2, 85) = .029, p = .972]. Table 1 shows the means and standard deviations for gender and perceived class size by the dependent variables.

Predicting Satisfaction

Pearson product moment correlations revealed that most of the variables were correlated, and thus stepwise regression analysis was conducted to determine which variables would best predict satisfaction with: the instructor, instructor's interaction, instructor's instruction, and instructor's exercise choice. Satisfaction with the instructor was best predicted by professionalism of the instructor, the type of music, satisfaction with own effort, and satisfaction with instructor's interaction, and these accounted for 75.6% of the variance. Satisfaction with the instructor's instruction was best predicted by professionalism, group size, satisfaction with own effort, satisfaction with instructor's interaction, and satisfaction with instructor's exercise choice,

and these accounted for 82.1% of the variance. Satisfaction with the instructor's interaction was best predicted by enthusiasm, technique, satisfaction with instructor, and satisfaction with the instructor's instruction, and these accounted for 62.9% of the variance. Satisfaction with the instructor's exercise choice was best predicted by technique, type of music, and structure of the class, and these accounted for 69.6% of the variance. Table 2 shows the results from the stepwise regression analyses.

Discussion

This investigation's purpose was to explore controllable aerobic instructor characteristics that would most likely affect aerobic class participants' satisfaction. The main factors that were found to best predict participant satisfaction of the instructor were professionalism of the instructor, the type of music, and satisfaction with own effort. In most areas of life, many people want to know that the person they are seeking advice from is knowledgeable in the area. This would be no different with aerobics. A well presented instructor neat appearance, good communication skills, knowledgeable, and perceived confidence - is more likely to satisfy participants than one who appears unsure of what they are doing. The type of music can have a positive or negative impact on participants. The use of a wide range of music will cater for most participants although the choice of music depends not only on the age of the participants, but on the type and difficulty of the activities performed. Satisfaction with own effort played a role for satisfaction with the instructor. It would seem to be that the more one is satisfied with their own output, the more they will be satisfied with the leader of the class. Fiedler (1967) and Chelladuri (1993) have shown this to be the case in business and coaching, and it would appear that aerobics is no exception. On the other hand, if not satisfied with one's own effort, many participants may wish to place the blame for their poor performance onto something or someone else.

Professionalism, instructor interaction, type of music and participant own effort best predicted satisfaction with the instructor. Spink and Carron (1994) found participants prefer to exercise in groups rather than alone. Instructor interaction is therefore important in helping the participant feel involved in the group. If a participant feels they are not getting adequate interaction they are likely to leave, or at least not feel satisfied.

Instructor's exercise choice, professionalism, own effort, perceived group size and instructor's interaction best predicted satisfaction with the instructor's instruction. As perceived group size increases it was found that there was a tendency for instructors to become more authoritarian and adopt a more autocratic in large groups (see Carron, 1990). In perceived large classes participants expect a more group orientated approach and instructors adopt this out of necessity. In small classes a more individual orientated approach is take by instructors. In medium size classes both strategies are sometimes used which can lead to inconsistency and therefore leads to dissatisfaction. In this sample, it appears that as perceived class size got larger, satisfaction decreased.

The instructor, enthusiasm, instructor's instruction and technique best predict satisfaction with the instructor's interaction. Personal characteristics about the instructor play a role for satisfaction interaction. If the participant is satisfied with the instructor, the enthusiasm of the instructor and the instruction they receive form the instructor, they will more likely be satisfied with the interaction they receive from the instructor. Technique was found to have a negative relationship with instructor interaction. The more satisfied with the interaction, the less technique seems to matter. Technique, on the other hand, does play a positive role in satisfaction with exercise choice. Also, structure and type of music are important for satisfaction with exercise choice. Thus, it seems that how well the style, structure and sound mesh with the exercise is important for predicting satisfaction with the choice of aerobic activities.

The results can be used to help individuals confidently tackle class management, planning, and adherence issues. These results can help fitness leaders learn more about what controllable characteristics instructors can change or manage to ensure more of their class participants and clients are satisfied.

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Table 1

Means and Standard Deviations for Dependent Variables by Gender and Group Size

	Dependent Variables			
		SATISFACTION WITH:		
	Instructor	Instructor's Instruction	Instructor's Interaction	Instructor's Exercise Choice
Gender				
Female	4.06 (.82)	4.13 (.79)	4.02 (.81)	3.92 (.95)
Male	3.95 (.74)	3.95 (.92)	3.71 (.96)	3.86 (1.19)
Perceived Class Size				
Small	4.05 (.69)	4.00 (.56)	3.80 (.70)	3.85 (.81)
Medium	4.06 (.75)	4.21 (.74)	4.09 (.77)	3.91 (1.10)
Large	3.97 (.92)	4.00 (1.00)	3.89 (.99)	3.91 (1.04)

Instructor = Satisfaction with instructor
Instruc Inst = Satisfaction with instructor's instruction
Instruc Inter = Satisfaction with instructor's interaction
Instruc Ex Choice = Satisfaction with instructor's exercise choice

Table 2

Stepwise Regression Analyses for Satisfaction with Instructor, Satisfaction with Instructor's Instruction, Satisfaction with Instructor's Interaction, and Satisfaction with Instructor's Exercise Choice

Satisfaction with Instructor

Predictor Variables	Beta	R^2	ChangeR^2	Multiple R	E(Eqn)	p of E
Professionalism	.474	.570	.570	.758	117.71	.001
Instructor Interaction	.259	.672	.102	.824	91.03	.001
Type of Music	.246	.720	.048	.854	76.74	.001
Own Effort	.200	.756	.036	.876	69.00	.001

Satisfaction with Instructor's Instruction

Predictor Variables	Beta	R^2	ChangeR^2	Multiple R	E(Eqn)	p of E
Instructor's Exercise Choice	.411	.603	.603	.779	134.84	.001
Professionalism	.419	.716	.113	.850	111.68	.001
Own Effort	.219	.767	.051	.875	93.08	.001
Group Size	-.218	.785	.018	.891	81.18	.001
Instructor's Interaction	.248	.821	.036	.911	81.89	.001

Satisfaction with Instructor's Interaction

Predictor Variables	Beta	R^2	ChangeR^2	Multiple R	E(Eqn)	p of E
Instructor	.326	.460	.460	.682	75.91	.001
Enthusiasm	.364	.541	.081	.742	52.84	.001
Instructor's Instruction	.482	.584	.043	.773	42.15	.001
Technique	-.364	.629	.045	.804	38.30	.001

Satisfaction with Instructor's Exercise Choice

Predictor Variables	Beta	R^2	ChangeR^2	Multiple R	E(Eqn)	p of E
Structure	.421	.614	.614	.786	141.06	.001
Technique	.292	.667	.053	.821	89.19	.001
Type of Music	.250	.696	.029	.840	68.16	.001

NASPE

News Release

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NEW SURVEY SHOWS SCHOOLS ARE NOT PROVIDING THE AMOUNT OF PHYSICAL EDUCATION PARENTS WANT!

ORLANDO, FL, March 22, 2000 - Eighty-one percent of parents with children in elementary, middle and high schools want their kids to receive daily physical education, but only 44% of them are receiving it, reports a new opinion survey commissioned by the National Association for Sport and Physical Education (NASPE). The results were released today at a press conference as part of the annual convention of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Carl Gabbard, NASPE President and a professor of physical education at Texas A&M University, said, "Unfortunately, most school districts across the nation are not living up to parental expectations or public health requirements. Indeed, five percent of children receive no physical education at all. It is no wonder why obesity rates are soaring."

Adults are Out of Step with Health Needs

"Our survey showed 60% of parents believe they get enough exercise to maintain a healthy lifestyle, however, the heart disease, diabetes and certain cancer rates associated with obesity continue to rise. In 1996, the U.S. Surgeon General's Report on Physical Activity and Health showed that 60% of adults are not getting enough physical activity. Our survey named such barriers as childcare (38%), their job (33%), lack of interest (27%), not enough time (19%), and health problems (13%). The schools must play a more important role in teaching our children how to stay fit, giving the skills and confidence they need to be physically active," he said.

"Not surprising to those of us who have kids, parents and their children disagree about what prevents them from getting enough exercise. Parents believe their kids lack interest, do not have enough time or spend too much time watching television (57%) or playing computer games (59%). Their kids, on the other hand, say they do not have enough time (24%), spend too much time doing homework (19%) or lack interest (13%)."

The majority of adults report that they set limits on the time their children spend doing certain activities, such as playing video games or playing on the computer and television watching.

U.S. Surgeon General David Satcher, M.D., who is scheduled to address the convention participants, said "I am alarmed by the trend we have seen over the last 20 years of decreasing physical education requirements in public schools across the country. As a nation, we are becoming increasingly less active in our lifestyles — at home, at school and at work. Prevention is the key to the future. We must learn how to prevent obesity and promote healthy lifestyles. Our schools have a responsibility to educate both minds and bodies."

The survey, which was conducted by Opinion Research Corporation International of Princeton, NJ, is based on interviews with a nationally representative sample of 1,017 adults (18 years of age and older, 50% male/50% female) and 500 teens, ages 12-17. The margin of error for the adult sample is + or - 3 percentage points; when broken into subgroups (those with children in the household) the margin of error is + or - 6 percentage points. The margin of error for the teen sample is + or- 4 percentage points. All interviewing was done from February 3-7, 2000.

Information about the National Association for Sport and Physical Education (NASPE) can be found on the Internet 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~ a!nd communities across the nation is critical to improved academic performance, social reform and the health of individuals.

This survey was funded with an unrestricted research grant from the National Soft Drink Association.

PUBLIC ATTITUDES TOWARD PHYSICAL EDUCATION
Are Schools Providing What the Public Wants?

A Survey Conducted by Opinion Research Corporation International of Princeton, NJ, for the National Association' for Sport and Physical Education

Introduction

Current research findings and recommendations, including the U.S. Surgeon General's Report on Physical Activity, Centers for Disease Control and Prevention Guidelines for School and Community Programs, and Healthy People 2010 Goals, indicate consensus on the importance of regular, quality physical education and daily physical activity programs for all students, kindergarten through 12~ grade. However, most school districts across the nation are not living up to these recommendations. The numbers are troubling: only about 25 percent of students attend physical education class daily', partake in any daily physical activity 2, and the percentage of children who are overweight or obese has more than doubled in the last 30 years 3.

The National Association for Sport and Physical Education (NASPE), a nonprofit membership organization of over 25,000 professionals in the fitness and physical activity fields, is the only national association dedicated to strengthening basic knowledge about sport and physical education among professionals end 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. NASPE is an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Purpose of the Survey

NASPE wanted to go directly to adults and teens to better understand their beliefs about physical education, physical activity and nutrition. We also wanted to find out if schools are providing what adults and students want in physical education programs.

Major Findings

Attitudes toward Physical Education

Adults and teens have similar attitudes toward physical education.

- 81% of adults believe that "daily physical education should be mandatory in schools." Nearly three-quarters (71 %) of teens agree.
- The majority of adults and teens strongly agree that "physical education helps children prepare to become active, healthy adults" (Adults-64% Teens54%) and "helps children build social skills as well as physical strength and coordination" (Adults-64% Teens-53%). In fact, almost half (46%) of the adults strongly agree that participating in physical education as a child helped them to become active, healthy adults.

Frequency of Physical Education Classes

- 56% of adults with children in the household (aged 6-17) say that their child does not-have physical education class daily. 47% of teens say they do not have daily physical education class.

- About half (48%) of teens believe that they have the right amount of physical education classes. Two out of five teens (42%) say they would take physical education classes more if available, and only 9% would take them less often than they currently do.

Physical Education Class and Child's Academic Needs

- The vast majority (91%) of American adults who have children in the household (aged 6-17) believe that physical education class does not interfere with children's academic needs.

- Less than one-quarter of adults~and teens feel that "children should concentrate on academic subjects at school, and leave the physical activities for after school" (Adults-15% Teens-21%). Parents and teens are not concerned that "physical education classes in schools are dangerous" (Adults-90% Teens-94%).

- Most adults and teens strongly believe that "participation in team sports helps children learn lessons about discipline and teamwork that are important and will help them in the future" (Adults-67% Teens-69%).

What Students Like/Dislike about Physical Education

When asked to name what they like about physical education class, teens' top mentions are: the opportunity to have exercise (20%), getting fit (18%), it's fun (16%) and the activities offered (1 6%). Only 5% said they don't like anything about it.

- Teens' top mentions for things they dislike are: running (13%), boring activities (no variety) (9%), and dressing/undressing for class (7%).

Learning in Physical Education Class

- When asked to name what teens think they should be learning in physical education class, half (52%) responded that they should be learning how to stay fit. Other top mentions included learning skills and rules for different physical activities (20%) and learning how their body works (10%).

Adult Physical Activity

Getting Enough Physical Activity to Maintain A Healthy Lifestyle

The majority of adults (60%) feel that they are getting enough physical activity to maintain a healthy lifestyle. (The U.S. Surgeon General's Report on Physical Activity and Health, 1996, the most prominent piece of public

information concerning physical activity up to that time, reported that 60% are not getting enough physical activity.)

Things Which Prevent Adults From Getting Enough Physical Activity

- Those who do believe they're not getting enough physical activity say it's because of their job (33%), lack of interest or motivation (27%), not having enough time (19%) or health problems (13%).

Adults with children in a household also indicate that childcare is a barrier to getting more physical activity.

Weekly Exercise

- Nearly three quarters of American adults report getting at least some exercise for a period of at least 30 minutes per week, with an average of 3.8 times a week.

- Men, those who are younger, those with some college education or more and those who participated in interscholastic sports as a child are more likely to report getting some weekly exercise.

Interscholastic Sports Participation as a Child

- 61% of the adults surveyed reported that they participated in interscholastic sports as a child.

Child's Physical Activity

Importance of Child Being Physically Fit

- Not surprisingly, nearly all (99%) adults with children in the household (aged 6-17) feel that it is important for the child to be physically fit, with 80% believing this to be extremely important.

Daily Physical Activity of Child

- Americans with children in the household report that their child spends an average of 1.2 hours daily doing physical activities, not including physical education class. Adults with children in the household reported the top activities outside of school for their children are basketball (24%), baseball/softball (19%), bicycling (11%), soccer (10%), football (9%) and swimming (9%).

Setting Limits on Time Children Spend on Activities

- The majority of adults report that they set limits on the time their children spend doing certain activities, such as playing video games or playing on the computer (59%) and television watching (57%). Less than half (41%) attempt to control time spent on other non-homework related activities.

Teens and Physical Activity

Eating A Balanced Diet

- Most teens ages 12-17 (79%) say that they eat a balanced diet that includes grains, fruits, vegetables, dairy, proteins, fats or oils and sweets.

- Younger teens (aged 12-14) are slightly more likely than those ages 15-17 to report they eat a balanced diet (83% vs. 75%).

School Team Sports Participate In

- Two out of three teens (67%) report participation in a team sport at school. The top sports participated in are: basketball (23%), baseball/softball (17%), football (15%), track and field (13%), soccer (12%) and volleyball (11%).

- When asked to name the physical activities offered in school physical education which they like the most, teens' top mentions are: basketball (34%), football (17%), volleyball (14%), soccer (13%), baseball/softball (13%) and track and field (10%).

Adult vs. Teen Opinions on Physical Fitness and Health

Youth Physical Fitness

- The majority (69%) of Americans with children in the household believe their children are fit, with one-quarter (28%) seeing them as extremely fit. By comparison, only half (54%3 of teens ages 12-17 believe that they, are fit, with only 12% viewing themselves as extremely fit.

Things Which Prevent Children From Getting Enough Physical Activity

- Adults with children in the household believe that their children are not fit primarily because of lack of interest or motivation (24%), not enough time (13%) and watching television (13%). On the other hand, teens who believe they aren't fit mention not having enough time (24%), doing homework (19%), and lack of interest or motivation (13%) as the main deterrents to their getting more physical activity. Overall, adults tend to feel that the child doesn't get enough physical activity because he/she lacks interest or motivation while teens tend to feel they just don't have enough time for physical activity due to homework or other things.

Importance of Proper Hydration

- Nearly all (99%) adults think that proper hydration is extremely or somewhat important to maintaining good health, with most (88%) seeing this as extremely important. Similarly, nearly all (98%) teens ages 12-17 view proper hydration as extremely or somewhat important to maintaining good health, but with much less (58%) thinking it is extremely important.

Daily Eight-Ounce Glasses of Liquid

- American adults report consuming an average of 8.7 eight-ounce glasses of liquid in a normal day. Teens (ages 12-17) report slightly less--7.0 eight-ounce glasses of liquid daily.

Favorite Drink to Quench Thirst

- The majority of adults (59%) say water is their favorite thirst quencher. Other beverages mentioned are: soft drinks (16%), fruit juice (8%), iced tea (5%) and sports drinks (3%). Teens primarily choose water (38%) and soft drinks (23%) as well as fruit juice (19%), sports drinks (8%) and milk (8%).

- Among adults, those 55 years and over who get some weekly exercise are more likely than other adults to say water is their favorite thirst quencher (66% versus 57%).

Survey Methodology

This survey, conducted by Opinion Research Corporation International of Princeton, NJ, through the company's CARAVAN weekly national telephone omnibus service, is based on interviews with a nationally representative sample of 1,017 adults (18 years of age and older, 50% male/50% female) and 500 teens, ages 12-17. The margin of error for the adult sample is + or- 3 percentage points; when broken into subgroups (those with children in the household) the margin of error is + or - 6 percentage points. The margin of error for the teen sample is + or - 4 percentage points. All interviewing was done from February 3-6, 2000, for adults and February 37,2000, for teens.

Footnotes: :

1 Centers for Disease Control & Prevention, Youth Risk Behavior Survey, 1995.
2 International Life Sciences Institute, *Improving Children 's Health through Physical Activity: A New Opportunity, A Survey of Parents and Children about Physical Activity Patterns,* July 1997.
3 Centers for Disease Control & Prevention, Guidelines for School and Community Programs: Promoting Lifelong Physical Activity, U.S. Department of Health and Human Services, March 1997.

* This survey was funded with an unrestricted research grant from the National Soft Drink Association.

Reviewed Article

Who Will Speak Out for Our Profession? – Student Voices Part 1

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How often have you informed parents, the school board, community members, or state legislators about the important role physical education plays in the long term health of the nation? Promotional letters, newspaper editorials, or public presentations are often left to state association officers or university professors. All professionals have a responsibility to raise public concern and interest in expanding physical activity for every community member and providing trained leadership to enhance worthwhile programs. As one who trains future professionals, I believe that students need actual practice in developing their own voice for promoting the field to our consumers. A recent assignment for an upper level course required for the major included a two part public relations component. The first was to write and send a letter to a congressman in support of the Physical Education for Progress Act by Ted Stevens. Following is one student's letter which was mailed to the senator.

Dear Senator:
I am writing to ask your support of the "Physical Education Progress Act" sponsored by Senator Ted Stevens. This act is important to the United States citizens' overall health and wellness.

As an athlete at both high school and college levels, I have experienced many benefits from the daily physical activity required during practices. Not only have I learned to perform the skills necessary to play sports, I also learned how to be healthy for my age and gender. Physical education is a vital contributor to this knowledge, especially for the many students who are not involved in athletics.

Active lifestyles lead to a better quality of life. By improving the physical education programs in the schools, we will impact the lifestyle the students will choose in the future. By choosing to participate in physical activity, students will be more likely to continue being active their entire lives. At all ages, physical activity will benefit the health of a person.

Physical activity can reduce the occurrence of diseases such as osteoporosis, heart disease, and strokes. Heart disease is currently the number one cause of death in this nation. By increasing the physical activity of the citizens, the number of deaths related to heart disease will drop. The improved health of the citizens will have a huge impact on medical costs and insurance claims. The improved health will result in less money spent on doctor visits and medications. Many elderly receive Medicare and Medicaid benefits. However, these benefits do not cover all expenses. By improving the health of the citizens, the need for Medicare end s Medicaid dollars will decline, allowing for redistribution of the existing funds. This is just one example of the great impact that lifelong physical activity will have on the citizens of this country.

Education is the key. Everyone is needed to help fight against sedentary lifestyles. Physical educators need to distribute their knowledge to citizens of the country. In order to effectively achieve this, media coverage and the support of the business professionals and politicians are necessary.

I wish to thank you for your time and hope that you support the "Physical Education for Progress Act." I would also like to ask for a reply. I am very interested in the outcome of this act and would like to hear your views. I appreciate your time and attention to this matter. Sincerely,

The second component of the public relations assignment was to write an editorial, chosen from several topics, that could be submitted to a local newspaper. Following are pieces written to promote physical

education, intramurals, and athletic trainers for school sport.

Physical Education-Does it Help?

Physical education is not a new fad that seems to be Uwasted time." In fact, it dates back to 1824, when Catherine Beecher introduced physical education to a school curriculum. Her attempts started a snowball effect, which have ed to millions of fitness programs and beneficial school programs. Each year more people learn about exercise in their physical education and health classes.

Physical education is an important part of the elementary, middle, and high school instructional program. Not only does it contribute to the overall goals of education, it focuses on the development of skills and knowledge needed to be a lifelong participant. Physical education is the only area of the curriculum that presents motor skills and the study of human movement and provides the opportunity to facilitate student development in all educational areas: cognitive, psychomotor, and affective.

Throughout the educational process, students are taught developmentally appropriate skills in physical education classes, as well as other classes. In elementary school they are taught skills that help develop locomotion and manipulation skills. These skills are the beginning phases in movement and contribute greatly to the development of skilled movers. In middle school students are taught more specialized skills. Here they are able to apply the skills they learned in elementary school to game situations and real life activities. At the high school level students are taught skills they can use for the rest of their life. This level helps them to understand the world around them and how to utilize the resources they have. No one area of a student's education is no more important than the other. They all work together in developing a well-rounded education. Like other subjects, physical education is important at all levels of education.

Children benefit greatly from daily physical education. In fact children who participate in quality daily physical education programs tend to be more healthy and physically fit. Some immediate benefits include increased cardiovascular endurance, muscular strength and power, flexibility, weight regulation, improved bone development, improved posture, skillful moving, active life-style habits, and constructive use of leisure time. Also physical education helps improve mental alertness, academic performance, readiness to learn, enthusiasm, self-esteem, interpersonal relationships, responsible behavior, and independence of a child. These characteristics are more likely to be carried into adulthood if they are practiced during childhood. In the long run, adults who are physically fit have reduced risk factors for heart attacks or strokes.

In conclusion, quality daily physical education programs for all children from kindergarten through grade 12 are an essential part of comprehensive education. It has been utilized for many years and the numerous benefits are not only seen, but felt by all who participate. It is our job as teachers of children to give students the opportunity to increase their knowledge and health by giving them quality education. Let's give our children the chances in life they deserve.

The Value of Certified Athletic Trainers for Your School

How many of us have attended a high school sporting event? Imagine a scenario at the contest where a player sustains a serious injury. Who is capable of assisting the athlete? What is to be done in a fatal emergency? Is there anyone who can help? I can answer these questions; hire a certified athletic trainer (A. T., C.).

Many people do not know how the duties of an athletic trainer pertain to this situation. A certified athletic trainer is an allied health professional who is responsible for the prevention, immediate care, and rehabilitation of sports-related injuries. The athletic trainer can provide an invaluable service to an athlete in these capacities. At many levels of athletic competition, the certified athletic trainer has proven his or her importance in providing optimal health care and services to varied athlete populations.

I am advocating that we have a responsibility to provide these trained professionals in high school sports settings. We owe this protection to the young athletes that we follow every season. The athletes in the high school settings have gone too long without proper medical supervision. As competition increases, so does the demand on these students both mentally and physically.

So how will providing certified athletic trainers be beneficial to the high school sports setting? These athletes will now be aided by having medical supervision and care. Certified athletic trainers can provide them with prevention programs to decrease injury risk and predisposition. These allied health professionals also can provide immediate first aid and injury assessment. Once an injury has been sustained, the A.T.,C. can work with the physician in providing a rehabilitation program that allows for optimal recovery and healing. The certified athletic trainer can provide care in every aspect of the injury domain.

So why is it critical to have these professionals in our high schools? Why would their expertise prove invaluable? Over the past few years we have seen cases of high school athletes sustaining serious or even fatal injuries during athletic activity. Providing these students with both immediate and long-term care can decrease injury time, minimize injury severity, and quite literally save lives! The certified athletic trainer can provide an invaluable resource for our youth.

As a parent or community athletic supporter, one must recognize that employing such individuals is not merely a

luxury, but a necessity in today's high school athletic climate. There must be recognition of the invaluable service to our sons, daughters, grandchildren, and other student athletes. Providing this type of care and prevention is the responsibility of our entire community.

As a health and physical education professional, I urge all fans, coaches, and parents to demand the care that a certified athletic trainer can provide. You can achieve this by attending school board meetings, alerting local and state legislators, and becoming aware of the present care given to our high school athletes. Only then can we hope to accomplish the goal of providing the best possible environment for these youth. Certified athletic trainers can give our student athletes the attention that is critical to their overall success. In high school settings, hiring a certified athletic trainer is a winning proposition for athletes, coaches, and the entire school community.

Don't Forget Intramurals

I am writing in support of providing intramural activities for students. As a current athlete, I know how important athletics can be for a young person's development, physically and mentally. Intramural activities can teach students many lessons that they may not learn in a classroom.

One lesson a student may learn is what it is like to work in a group. Students that participate in these activities learn how to come together and work towards a common goal with other people their age. Group work can be an eye opening experience. Not only do you have to work with many different people, you have to work with many different ideas and beliefs. Sometimes tempers flare and as a member of that group, you have to learn to settle the arguments and make everyone feel like a part of the group.

Another lesson that can be learned is quick, critical thinking. In basketball, flag football, softball, ping-pong, racquetball, chess, and many other intramural activities quick thinking is critical to the activity. Often, in these activities, students have to make split second decisions. Critical and quick thinking skills, learned in intramurals, can also be applied to the students' lives outside of the activity.

These activities can also help boost a young person's self-confidence. Nothing can beat the feeling of making the game winning basket or yelling out "checkmate" to bring an end to a heated battle of chess. Little victories like these can help build a person's positive self-image.

Intramurals also provide an opportunity for students that do not make a team to still be involved in the activity that they love. Many times students are cut from sports that they have played and loved all their lives. Students can slip into different stages of depression when something so near and dear to them is taken away. A young boy in Kentucky opened fire on the school's basketball coach and the team after he found out he did not make the squad. Another boy planted bombs in the football locker room after he found out that he had been cut from the team. Intramurals can provide students like this the chance to participate in the activities that they love. They may also be able to use the activity as a way to burn off all of those emotions that they may feel inside.

Intramurals can benefit a student physically as well. Today most students leave school only to sit in front of the TV the rest of the night. If a school offers an after school intramural program, many students would have the opportunity to have a few hours of exercise instead of watching TV all night. The extra exercise will not only get them out of the house, it will keep them out of the doctor's office.

In today's society young people need to have a sense of belonging, a positive self-image, and exercise. Intramurals give students all of these and much more. After I, where would Michael Jordan be if he did not have the opportunity to play intramurals after he was cut from his high school basketball team.

Collegiate level future professionals have a voice and should be encouraged to practice advocacy skills. High school students should also be challenged to think critically about the need for and benefits of lifelong physical activity and could be assigned to write letters to school board members promoting health and physical education. We must engage our students in ways that target the development of our profession.

The Five-Step Approach to Teaching for Skill Acquisition

by Bill Yongue and Kathy Kelly

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One of the most important outcomes of a quality physical education program is helping young children develop positive self-concepts and self esteem through the enhancement of their movement skills. This must begin with instruction in the basics necessary for the development of a motor skill foundation. Most physical education elementary methods books focus on teaching fundamental skills in a progressive manner (Graham, Holt/Hale, & Parker, 1992; Kirchner & Fishburne, 1995; Pangrazi, 1997). Because we do not always have time to teach an actual sport to students, we must focus on the basics and hope we instill the necessary motivation in students to go on and play organized sports. Putting students in a game situation without first developing basic skills and decision making skills will most likely result in failure, and this will lead to less future participation. Students must be guided through the skills so that improvement is guaranteed.

Self-concept is defined as a personal judgment of worthiness that is expressed in the attitude one holds towards oneself; self-esteem is our self-description, which is influenced by how we think others see us. Together they have a powerful influence on the way we interact with our environments in various situations. Positive programs instill positive self-concepts in children and motivate the children to continue to practice a particular task. Activities must be sequenced according to the ability of the students and the complexity of the skill. The five-step model outlined below ensures proper sequencing.

The Five-Step Model

Students generate a variety of excuses about why they can't participate. These students have not been allowed to develop their skills, and now they will go to any length to avoid being embarrassed in front of their friends. Individuals cannot function as self-discovering and cooperative learners if they lack self-esteem and confidence (Gallahue, 1996). Cooperative environments have been shown to help relieve the stress most students feel and allow for more positive interaction to take place between the students and the teacher. The five-step approach promotes student learning in a developmentally appropriate setting. It also enhances decision making, which is critical in performing skills appropriately.

Physical educators must keep in mind that they are working with young children and not little adults. Child development is progressive but at varying rates. This presents the teacher with the task of developing lesson plans that develop each child's confidence and promote success. All students should experience some for of success in every lesson. Physical education is a class, not a mini sport camp. An individual's unique hereditary makeup combined with specific environmental conditions (opportunities for practice, encouragement, and instruction) and requirements of the movement task itself determine the rate and extent of one's movement skill acquisition and fitness enhancement (Gallahue, 1966). Class time should be sequenced for learning to take place in a structured manner.

It has also been demonstrated that physical activity enhances performance in the classroom. A study of 500 children in Canada showed that 1 extra hour of gym each day resulted in better performance on exams than less active children. The development of knowledge goes hand in hand with the development of the skills that support and express that knowledge (Hannaford, 1995). This would support the idea that a structured physical education class benefits children in all areas of their development. In 13 studies on the exercise/brainpower link, exercise was found to stimulate growth in developing brains and prevent deterioration of older brains (Olsen, 1994). Properly designed physical education programs have an effect on the total development of the child.

We use a five-step approach to teach and properly sequence the activities. First, in Step 1, teach the basic technique of the skill. Spend adequate time on this area to develop a sound foundation. Second, go to Step 2: basic technique and variations. This will allow for further practice of the basic technique in a variety of ways. Next, Step 3 incorporates basic technique in game-like situations. This again allows the students to refine the basic technique and apply it to game play. These should be small-group situations so that all students have a chance to practice and improve. Step 4 teaches basic technique with opposition. By this time, the students should have a good understanding of the basic technique, and opposition will

present a new challenge. This opposition should be passive so as to allow students to develop their skills. Last, Step 5 teaches basic technique with opposition and pressure. By this point, students have had the opportunity to learn the basic technique in a variety of challenging lessons. Now they are ready for more aggressive pressure from defenders.

Most often, students are given instruction on the basic technique and then moved immediately to opposition and pressure without time to develop motor skills and decision making skills. Students become frustrated and no longer want to participate then and in the future.

Step 1 will relate to pre-kindergarten to first grade students. Steps 2 and 3 relate to forth to fifth grade students, and Steps 4 and 5 to grades sixth and beyond. When teaching these steps, the physical educator will have to proceed at a pace suited to the ability level of the students. Some groups will move faster, some slower. This is just a guideline to follow as you develop your lesson plans. Steps 3-5 allow for further challenges for those skilled students in your class. Most students are meeting opposition and pressure in youth sports programs, and we need to address this in a progressive manner in our classes.

The basic technique of most skills is founded in fundamental motor skills. This area should be emphasized in primary grades. They should be developed individually and then in combination with other skills. This time period is critical for children's development. If the basic techniques are not acquired here, students often lose interest in continuing skill development as they advance through school. Variations of the skills teach them different ways and different situations in which the basic technique may be used. This will allow the students to make decisions about proper execution. This area helps the students to build confidence not only in performing the skill but also in making correct decisions about skill performance. Game-like situations give all students a chance to play and be active. These small-group games help students to develop strategies and continue to refine their own skills. Students cannot develop their skills if they are not really involved in the game. These games should also include functional practice. Situations that really are pertinent to the game should be practiced to give the students a real feel for game participation. Adding passive pressure allows students to refine and further develop the skill. New decisions and adjustments will need to be made as skill development continues. At this point, active pressure gives the students the final experience in using the skill in the proper setting.

These five steps may appear across your primary grades as students learn the fundamentals and within the upper grades as you review the fundamentals and progress according to their abilities.

The five-step approach will help guide the teacher in lesson planning and curriculum design. This will ultimately benefit the students as lessons are developed in a sequenced and progressive manner. This better enables students to be successful and develop positive attitudes about movement. Self-concept will have a greater chance to develop positively as the student becomes successful in skill performance. Academic performance has been shown to be enhanced by additional time spent in physical education. it is apparent that this type of design will help in the total development of each and every student–a win-win situation for everyone!

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Examples of the Five-Step Approach

Basketball Dribbling

STEP 1

Basic technique: Knees bent, use finger pads to push down, keep head up.

Activity: Student starts by performing the dribble without the ball, then seated or on knees and dribbling the ball. Perform this with eyes open and closed. Dribble while standing still and then moving at different speeds.

STEP 2

Basic technique (variations): Dominant hand, nondominant hand, crossover, behind the back, between the legs.

Activity: Student dribbles the ball using all the variations. Set up stations and have the students rotate around to practice each type of dribble.

STEP 3
Basic technique (game-like situation): Dribble the ball and start to apply movements to actual game situation. The student needs to practice stopping and controlling himself or herself and the dribble.
Activity: Set up cones and have the student dribble to them as if they were a defensive player; use variations of dribbling around the cones.

STEP 4
Basic technique (opposition): Student dribbles and is passively guarded by another student.
Activity: The student dribbles and is shadowed by another student or passively guards him or her. Students are scattered around the area. Other students with basketballs dribble in and out of the students as they try to knock the ball away. Switch after a time limit.

STEP 5
Basic technique (opposition/pressure): Student dribbles and is actively guarded by another student.
Activity (dribble concentration): A student dribbles and tries to knock away the other student's ball. If a student has the ball knocked away, then he or she must go to a specific area and practice dribbling before returning to the game. Students dribble and are actively guarded by other students.

Drills may be used to allow the students to practice the skill and there should be a culminating activity. Keep in mind these activities should always be game-like in nature to allow all students more time to practice and to learn to make proper decisions.

Volleyball Bump (Forearm Pass)

STEP 1
Basic technique: Knees bent, shoulders square to the target, arms extended, eyes on the ball; cushion the ball as it hits the forearms.
Activity: First perform without the bail. Concentrate on proper performance. Bump to self to gain better control.
Partner bump: One student tosses and the other student bumps the ball back. Emphasize good tosses (very important for appropriate practice).

STEP 2
Basic technique (variations): Bumps on right or left side of the body.
Activity: Partner tosses the ball to the right or left, and the student bumps the ball back to a central location.

STEP 3
Basic technique (game-like situation): Student must move and position his or her body with respect to the flight of the ball.
Activity: Ball is tossed over the net, and student must move and position himself or herself to correctly execute the bump to a central location.

STEP 4
Basic technique (opposition): Speed of the ball increases.
Activity: Ball served underhand over the net to the student, and he or she bumps the ball to a central location.

STEP 5
Basic technique (opposition/pressure): Speed of ball increases, and bump placement becomes more precise.
Activity: Ball is served over the net overhand, and the student must bump the ball to a specific location.

Reviewed Article

Intercollegiate Athletic Director Profile

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Introduction

Intercollegiate athletics as a whole has grown into one of the largest money making sporting venues in the United States. The NCAA was born from the meeting of 14 institutions in the winter of 1905 to discuss reforms on football playing rules. The NCAA has grown into 3 72 participating schools which are a part of the NCAA in Divisions I, II, and III. Not only does the NCAA govern football, but any of the intercollegiate sporting events. This an average of 200 athletes per school, there are over 78,000 student athletes participating in intercollegiate athletics. Each of these schools and athletes are under the guidance of their athletic director and the NCAA. The athletic director has the responsibility to operate their program within the guidelines of the NCAA.

The duties and responsibility of athletic directors have changed in regards to gender equity and fiscal responsibility over the past few decades. In many cases the athletic director was a retired coach or in many programs the coach of the football or men's basketball team. Seen as a position of overseeing the finances and personal issues within the department it was an easy fit for many years. The passing of Title IX and the emergence of women's athletic has changed the scope of college athletics by many schools adding sports with no additional revenue. With the creation of new regulations and guidelines set up to make intercollegiate athletics fair, athletic directors need to work harder than ever to balance the importance of the education of the student athlete and generating revenue. The retail sales of licensed goods and sponsorship packages along with the rising prices of higher education has had definite affect on the economics of college athletics as well. An example of this would be the retail sale of licensed merchandise sold in the United States. In 1990 the total sales were 5.35 billion and have grown over the last six years to 10.9 billion in 1996 (NCAA, 1997). These changes have an effect on what the best education is for preparing to be an athletic director in the 20th and 21 st centuries.

The concept of sports administration as a career is a relative new idea, but has been practiced for some years at the collegiate and professional levels. The idea was conceived in 1957 by Walter O'Malley, then owner of the Brooklyn Dodgers (Mason, 1988). By 1966 the first M.S. sports administration program was inaugurated at Ohio University in Athens, Ohio (Mason, 1988). Now in the 1990's sport is big business at the high school, college, and professional levels. Today there many Division I institutions that offer degrees in sport management or administration at the bachelor's and master's levels.

With sport management and athletic administration as a career colleges and universities have begun teaching ways to gain more experience and training of the important aspects of the field and how to become an athletic director. The different levels of college athletics examined in this study includes Division I and Division III. There has been some studies dealing with the differences between athletic directors in the different divisions and gender. This study will look at the athletic and educational background of athletic directors in Division I and Division III athletic departments in three Division I conferences and three Division III conferences in the Midwest. The study will provide us with demographics and experience factors for athletic directors in both divisions.

Statement of the Purpose

The purpose of this study is to identify the differences in educational and athletic backgrounds between athletic directors in NCAA Division I and NCAA Division III colleges and universities. Therefore this study will determine the factors that were inherent to the person in becoming as athletic director at either level.

Research Questions

The research questions will guide the study in finding what are the similarities and difference of athletic directors in Division I and Division III. The question will take a look at the backgrounds of athletic directors in their careers and education. The typical profile of an athletic director will be determined for better understanding of their backgrounds.

1. Is there very little difference in both educational and athletic backgrounds between Division I athletic directors?
2. Is there very little difference in both educational and athletic background between Division III athletic

directors?
3. Do Division I athletic directors have a more business-oriented background?
4. Do Division III athletic directors have a more physical education-oriented background?
5. Are the factors that have made the athletic director successful the same generally but different specifically?
6. Are the profiles of a Division I athletic director generally the same but different from Division III athletic directors?
7. Are the profiles of a Division III athletic directors generally the same but different from Divisions I athletic directors?

Delimitations

The delimitations where defined by geographic region with all the schools and athletic directors being in the Midwest. They were also defined by similar conferences in each Division I and Divisions III. Athletic directors from the Divisions I and III were chosen to show both ends of the spectrum of college athletics.

1. Only National Collegiate Athletic Association (NCAA) Division I and III athletic member institutions will be involved in this study.
2. Only institutions which are a member of one of the six conferences listed below will be sent a questionnaire.
   Big Ten Midwest Conference Missouri Valley Collegiate Conference of Illinois & Wisconsin Mid American Ohio Athletic Conference
3. Only athletic directors of Division I and III were asked to voluntarily participate in the study.
4. The only means of collecting data was a questionnaire.

Limitations

The limitations of this study deals with the drawbacks of using a questionnaire for the purpose of gathering data. The time and resources were not available to have personal interviews with each athletic director. Therefore a questionnaire was mailed to each athletic director and the following points represent the limitations to the study.

1. There was no assurance that the returned questionnaire was actually filled out by the athletic director of the school.
2. The accuracy and completeness with which the participants were able to respond the survey varied.
3. Only response to each questionnaire were used as data for this survey.
4. The researcher has no control of the accuracy of self-responded data submitted by the athletic director.

Operational Definitions

1. Athletic Director: An individual who has been given the ultimate responsibility for the administration of all aspects of the intercollegiate athletic department. This would include all sports, fundraising, compliance, facilities, operations, marketing, academics, and public relations.
2. Administration: Providing the constructive leadership that plans and maintains the program, and enables the program to function effectively in accomplishing the established and worthwhile goals (Mason, 1985).
3. Sport Management/Administration Program: The teaching of two elements-sport and management. Getting things done with and through other people via planning, organizing, leading (directing), and evaluating (controlling). (Parkhouse, 1991)
4. Business-Oriented BS/MS/Doctorate programs: Course work and related experience in areas such as marketing, accounting, and finance, economics, and management.
5. Physical Education-Oriented BS/MS/Doctorate programs: Coaching/teaching experiences and related course work in areas such as exercise physiology, techniques of coaching, philosophy of sport, sociology of sport, psychology of sport.

The purpose of the study was to identify the differences in educational and athletic backgrounds between NCAA Division I and NCAA Division III athletic directors.

Instrumentation

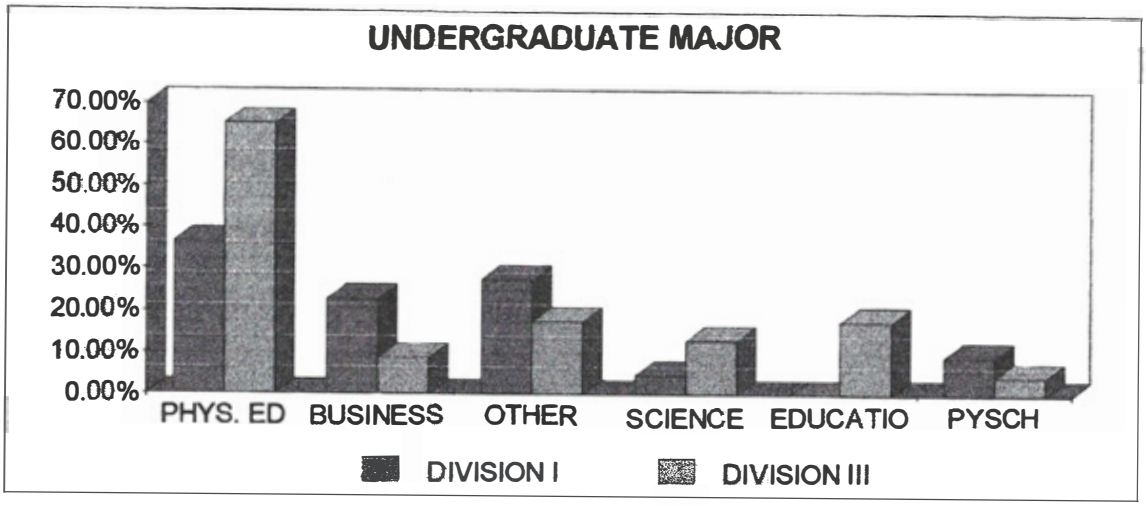
The research instrument used was a questionnaire sent along with a cover letter explaining the study. There were choices or categories for the athletic director to mark or make their own comments. It consisted of twenty questions concerning demographics, athletic and educational background of the athletic directors. If also asked their beliefs on what is the best education and what is the best preparation to become an athletic director. The questionnaire will be designated so that most responses can be tabulated by percentage.

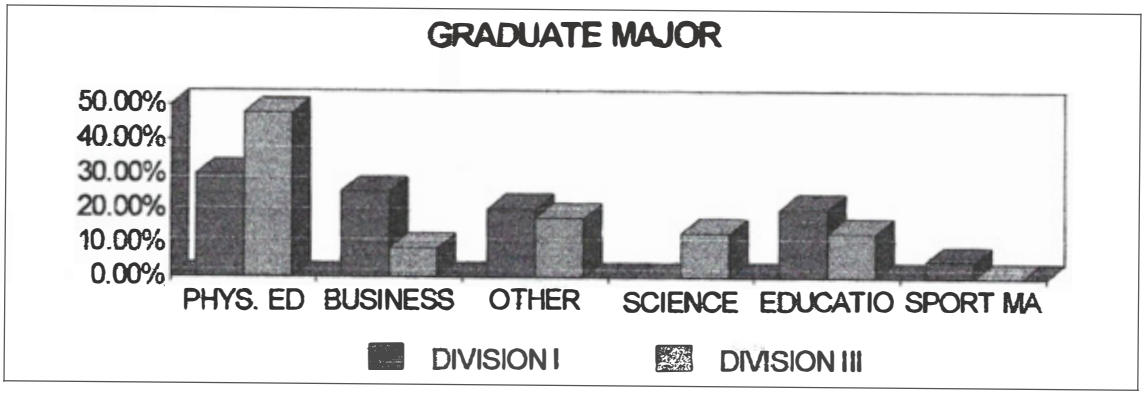
Subjects

The research conducted in the study was descriptive research through a questionnaire. A cover letter and questionnaire will be sent to selected NCAA Division I (N=30) and NCAA Division III(N=31) athletic directors of NCAA institutions. The total population available to response was 30 in Division I and 31 in Division III as listed in 1996-97 NCAA Directory.

Data Analysis

The responses of the returned questionnaires will serve as the basis of evaluation for the percentile scores between NCAA Division I and Division III athletic directors. Each





question was examined separately with percentages tabulated for both divisions.

RESULTS

Question 1: Will there be a difference in both educational and athletic backgrounds between Division I athletic directors?

It was found two or three categories were significant in the
educational backgrounds of athletic directors. The highest undergraduate major was physical education at (36.3%) followed by business at (22.7%). The same held true for the twenty athletic directors with graduate degrees. Physical education degrees at (30%) followed by business degrees at (25%).

In athletic backgrounds all (100%) of division I athletic directors had participated in sports at the high school level. Nearly was the same at the collegiate level with (86.3%) participating, (78.9%) at the NCAA Division I level. On the professional side of athletics (77.3°/O) had not participated in any professional athletic competition.

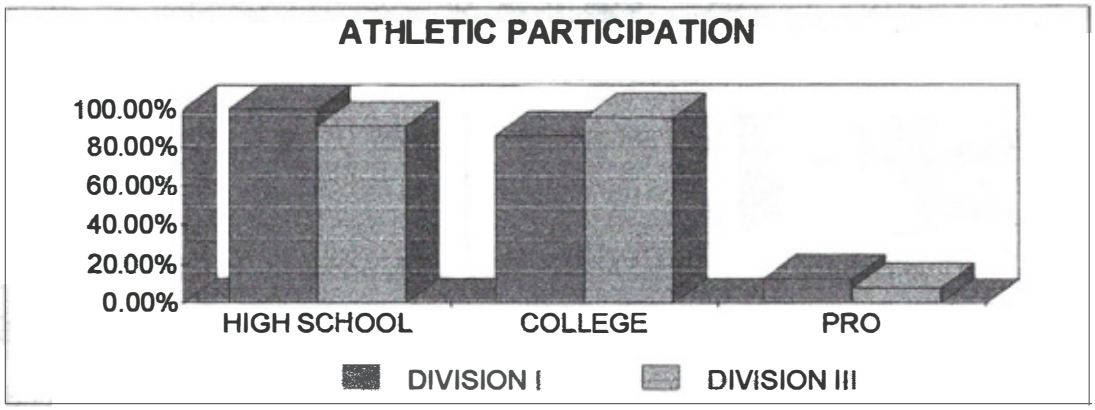
Question 2: Will there be a difference in both educational and athletic background of Division III athletic directors?

This proved to be even more true in Division III athletic directors with (65.2%) of their undergraduate degrees in physical education. The other three highest undergraduate degrees were education (17.4%), other (17.4%), and science (13%). The same held true for all twenty-three athletic directors which had received graduate degrees with (48%) of them being in physical education.

In athletic backgrounds (91.3%) of Division III athletic directors had participated in sports at the high school level. In the collegiate ranks of athletics (95.6%) participated, but with a close split on the level in which they competed. There were (36.4%) participated at the Divisions III level, (27.2%) participated at the Division I level, (27.2%) participated at the NAIA level. In professional athletics there was only two (8%) athletes to participate in this level of competition.

Question 3: Do Division I athletic directors come from a more business oriented background?

I think this was proven from the previous two questions with regards to educational backgrounds. While (25%) of



Division I athletic directors had business majors only (8%) of Division III athletic directors had business majors. Taking a look at those who were educators before they became athletic directors leans toward the Divisions III being educators and Division I being business men. Only (54%) Division I directors had taught compared to the (83%) Division III directors who had been educators.

Taking a look at the previous position of the athletic directors in both divisions might give a view of the business background of Division I directors. In division I there were (22%) who were associate Ad's, (22%) AD's at another institution, (22%) in the other professions, and (18%) were senior associate AD's. In division III there were (70%) were in other professions dealing with education, and only (17%) were associate AD's and (13%) were AD's at other institutions.

Question 4: Do Division III athletic directors come from a more physical education background?

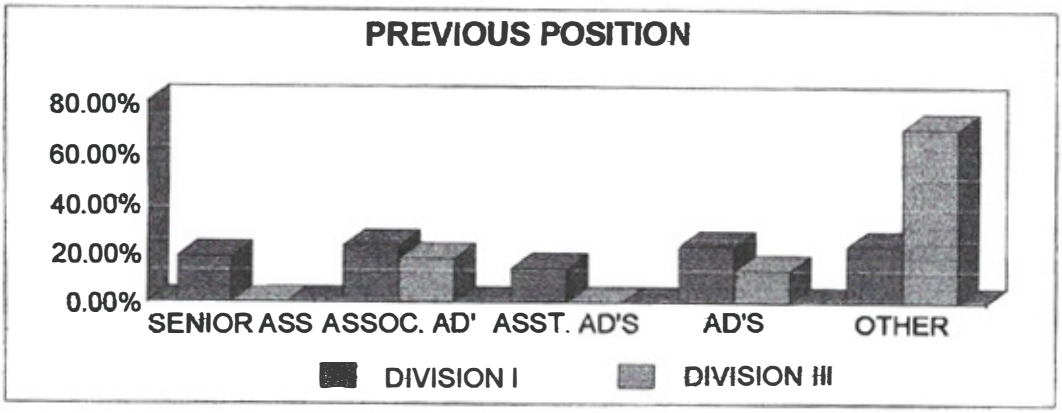
The level of education above an undergraduate degree attained by Division III directors was (100%) compared to Division I (81%). The undergraduate major in physical education by Division III directors was (65%) compared to division I directors (36%). In the graduate physical education majors Division III directors compared (48%) to Division I directors (30%).

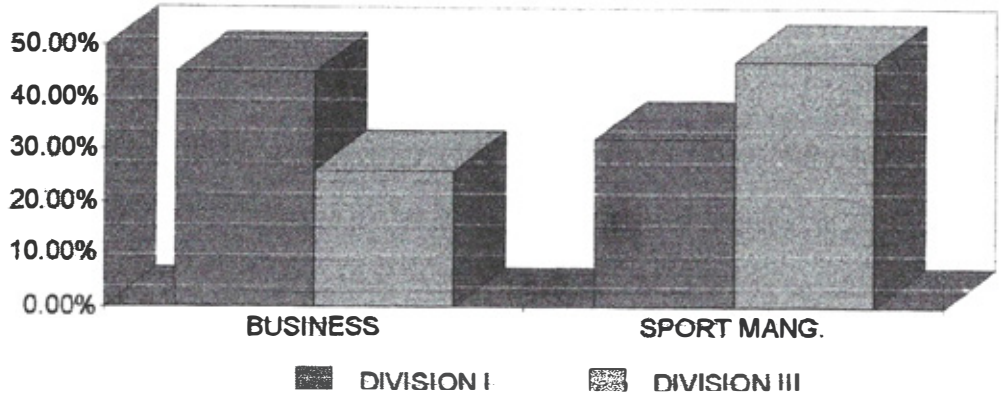
The data showed (82%) of Division III directors had been educators and only (54%) of Division I directors had been educators at sometime. There is also a combined thirty-four years of teaching experience in Divisions III athletic directors and only seventeen years of teaching experience in Division I athletic directors.

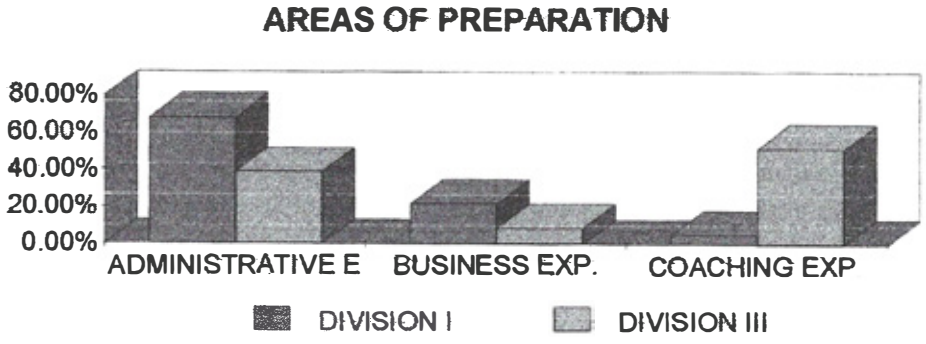
Question 5: Are the factors that make the athletic directors successful to be the same generally but different specifically?

This is true in the area of study considered, and what are the most important factors in preparing to be an athletic director. Education has proven to be one of the factors making athletic directors successful. This is why forty-three out of the forty-five athletic directors who responded in both Divisions I and III have a postgraduate degree. The mode of study was business in Division I and sports management in Division III. As for the mode in the importance of preparing athletic directors is administrative experience for Division I and coaching experience for Division III.

In the area of study considered most important (45%) Division I athletic directors say business is the most important and (32%) say sport management is most important. In Division III (47%) believe sport management is the most important and (26%) say business is most important. In the area of preparing to be an athletic director (68%) of Division I athletic directors believe administrative







experience is the most important and (22%) say business experience is most important. On the Division III side (52%) believe coaching experience is the most important and (39%) say administrative experience is the most important.

DISCUSSION

The purpose of this study was to: (1) identify the differences in educational and athletic backgrounds between NCAA Divisions I and Division III athletic directors, (2) compare and develop profiles that will serve as guidelines for athletic directors at both the Division I and Division III level of collegiate athletics, and (3) understand what athletic directors believe are the key areas for preparation and dissatisfaction in collegiate athletics today.

The following two tables show the percentages of the typical athletic director in Division I and Division III.

The typical athletic director in Division I is a male, over the age of fifty, has received a bachelor's and masters degree in physical education. He participated in high school and college Athletics, but did not participate as a professional. He has coaching experience in the Division I level and Has been an educator at the undergraduate level. There previous position was in college athletics and they have only been in their current position 1-3 years. Opportunity and challenge were the most important factors in accepting the position and their greatest source of

TYPICAL DIVISION I ATHLETIC DIRECTOR

MALE	90.10%	EDUCATOR AT THE UNDERGRAD LEVEL	75.00%
AGE 50+	45.45%	PREVIOUS POSITION WAS:	
MASTER'S DEGREE	68.18%	ASSOCIATE DIRECTOR	22.73%
BACHELOR'S DEGREE IN P.E	36.36%	ATHLETIC DIRECTOR AT DIFF. SCHOOL	22.73%
MASTER'S IN P.E.	30.00%	PROFESSION OTHER THAN COLLEGE	22.73%
PARTICIPATED IN	100.00%	CURRENT POSITION OF 1-3 YRS	54.55%
HIGH SCHOOL ATHLETICS		MOST IMPORTANT FACTOR IN ACCEPTING	50.00%
PARTICIPATED IN	86.36%	POSITION IS OPPORTUNITY & CHALLENGE	
COLLEGE ATHLETICS		GREATES SOURCE OF DISSATISFACTION	59.09%
DID NOT PARTICIPATE IN	77.27%	IS FINANCIAL & BUDGET CONSTRAINTS	
PROFESSIONAL ATHLETICS		MOST IMPORTANT FACTOR IN	68.18%
COACHED AT DIVISION I LEVEL	58.82%	PREPARATION IS ADM. EXPERIENCE	
		ATHLETIC DIRECTOR IN M.V.C	43.48%

TYPICAL DIVISION III ATHLETIC DIRECTOR

MALE	82.61%	EDUCATOR AT THE UNDERGRAD LEVEL	89.47%
AGE 45-55	52.17%	PREVIOUS POSITION WAS:	
MASTER'S DEGREE	91.30%	NOT IN COLLEGE ATHLETICS	69.57%
BACHELOR'S DEGREE INP.E	65.22%	ATHLETIC DIRECTOR @ DIFF SCHOOL	13.04%
MASTER'S IN P.E.	47.83%	ASSOCIATE AD	17.39%
PARTICIPATED IN	91.30%	CURRENT POSITION OF 4-6 YEARS	30.43%
HIGH SCHOOL ATHLETICS		MOST IMPORTANT FACTOR IN ACCEPTING	69.27%
PARTICIPATED IN	95.65%	POSITION IS OPPORTUNITY & CHALLENGE	
COLLEGE ATHLETICS		GREATEST SOURCE OF DISSATISFACTION	56.52%
DID NOT PARTICIPATE IN	91.30%	IS BUDGET & FINANCIAL CONSTRAINTS	
PROFESSIONAL ATHLETICS		MOST IMPORTANT FACTOR IN	52.17%
COACHED AT DIVISION III LEVEL	95.65%	PREPARATION IS COACHING	
		ATHLETIC DIRECTOR IN MIDWEST CONF.	43.48%

dissatisfaction is financial and budget constraints. They believe that administrative experience in preparing to be an athletic director.

The typical Division III athletic director is male between the ages of 45-55 and has his masters and bachelor's in physical education. They participated in high school and college athletics but not at the professional level. They were a coach at the Division III level and were also an educator at the undergraduate level. There previous position was not in college athletic administration and they have been in their current position 4-6 years. Opportunity and challenge were the most important factor for accepting the position and their greatest source of dissatisfaction was financial and budget constraints. They believe coaching experience in the most important for preparing to be an athletic director.

Interpretation

Analysis of the collected data allowed for comparison of two groups, NCAA Division I and III athletic directors. The demographic and psychographic questions (#1-#14,#19) were asked to categorize by the differences associated between divisions. The remaining questions (#15#16#17#18) were subjective in nature, therefore interpretation was necessary.

Question (#15) asked, what was the most important consideration in accepting their roles as athletic director. The majority in both divisions (Division I - 50%, Division III - 70%) responding opportunity and challenge had the largest and most important effect on the decision. It was followed by professional growth (Division I - 45% and Division III - 35%) as the second most important reason for accepting the position. The majority of the respondents were athletes at the high school and college level and many were involved in coaching sometime in their career.

Questions (#16) asked what the greatest source of dissatisfaction currently facing the individual and the program. The majority (Division I - 59% and Division III - 57%) responded having financial and budget constraints as the greatest source of dissatisfaction. This is not a surprising answer in the area of college athletics. There are very few schools where the athletic program even operates at self-sufficient levels with no help from the university or state funded programs. With the increasing costs of travel, recruiting, facilities, salaries, scholarships, equipment, and medical expenses there will always be financial constraints on the majority of college athletic programs. Only the top few college programs with endorsements, advertisement deals and successful football and basketball programs will be self sufficient, and even then the cost of running such a program will have a drain on finances. The second most common answer (Division I - 14% and Division III - 17% was the impact of gender equity in college athletic programs.

Question (#17) asked, what area is most important in preparing to be an athletic director. These answers varied by each division, but were similar within their same division. In Division I (68%) resondants believe administrative experience was the most important followed by the level of education (47%). The data shows that most of the athletic directors surveyed had held previous positions in athletic administration (question #13) and the majority have post graduate degrees (question #3). In Division III (52%) respondents believe coaching experience is the most important followed by the level of education (48%). This is reflected in the data in which 100% of the respondents had been a coach at one time in their professional career (question #11). The majority have received post graduate degrees (question #3) and 82% have also at one time been an educator. Again similarities in education which would hold true because every athletic director is working for an institution for higher learning. The differences we see come from the backgrounds and experiences of these athletic directors, and their personal views of their own success..

Question (#18) asked, what area of study is the most important in preparing to be an athletic director. It is interesting to see the two that were considered most important and important are switched between divisions. In Division I (45%) indicate business as the most important

area of study followed by sport management (41%). In Division III (48%) indicated sport management as the most important area of study followed by business (39%).

Conclusions

The following are conclusions drawn regarding Division I and Division III athletic directors in the midwest.

1. In Educational backgrounds the majority of Division I athletic directors received their undergraduate and graduate degree in physical education with business degrees a close second. The majority of athletic directors in Division III received their undergraduate and graduate degrees in physical education with education second.
2. The background difference of Division I athletic director compared to Division III. The Division I athletic director was a coach at one time, but his recent background is in business or athletic administration. The Division III athletic director many times comes from a coaching and teaching background. In many Division III schools the athletic director is also the coach of the football or basketball team.
3. The career paths of athletic directors in Division I seems to lie in the fact, the majority participate in college athletics at the Division I level. From there they go into business or athletic administration and now into current position. For Division III athletic directors the same hold true, the majority participated in college athletics on the Division III level. From there they go into coaching or teaching and many times continue this even with their current position.
4. The administrative experience of Division I athletic directors comes from years in previous positions as associate or assistant athletic directors. For Division III athletic directors there is less administrative experience overall but have gained experience through being department chairs or deans in their schools.
5. The teaching experience of Division I athletic directors is less than on the Division III level but the data showed there was a majority who had teaching experience at the undergraduate level. On the Division III level, they have more teaching experience on both undergraduate and graduate levels. There is much more teaching experience in the amount of years in the Division III level than Division I.

Recommendations

The following are recommendations made regarding further studies of Division I and Division III athletic directors in the midwest.

1. There should be a study that would focus on athletic directors under the age of forty. This study was not limited to an age group so the majority were over the age of forty. A study of the young generation of athletic directors might yield different results in educational and athletic or coaching backgrounds.
2. There should be a study that would focus on what sport if any the athletic director might have coached and at what level before becoming athletic director. It was shown in this study that of those who coached the majority were in revenue sports (football, men's basketball).
3. There should be a study that focus on assistant athletic directors and their backgrounds. This might give us a glimpse of the future of college athletic directors and what has brought them to this point in their careers. Education in sports management might also be considered in this study since it is a relative new area of study in universities it may be seen in young assistant athletic directors educational backgrounds.

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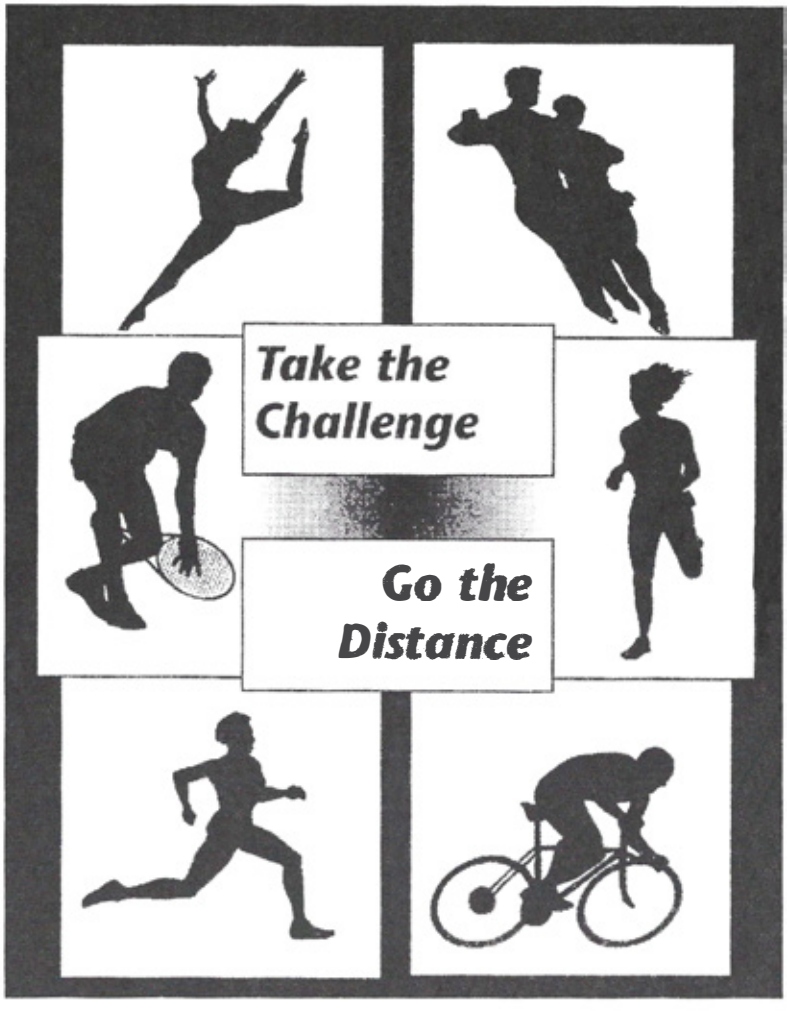

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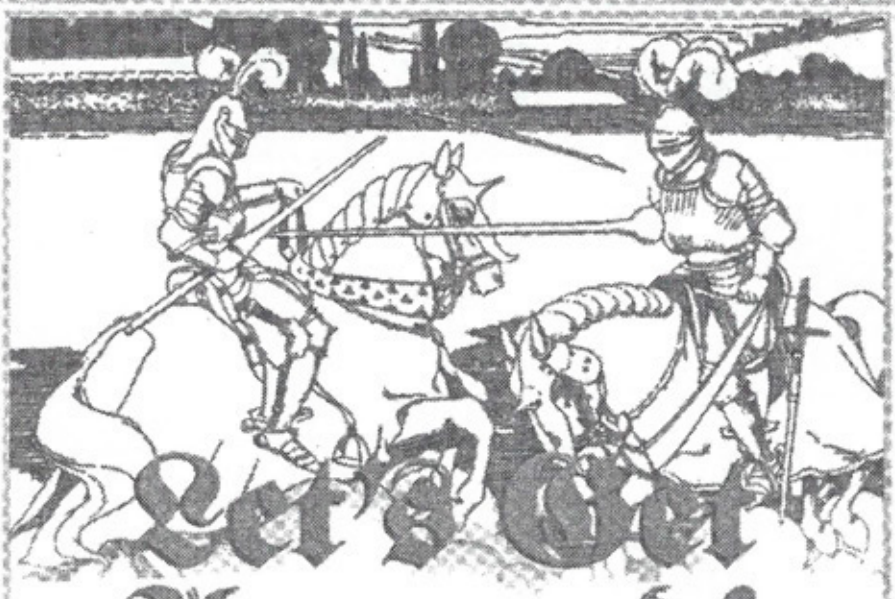

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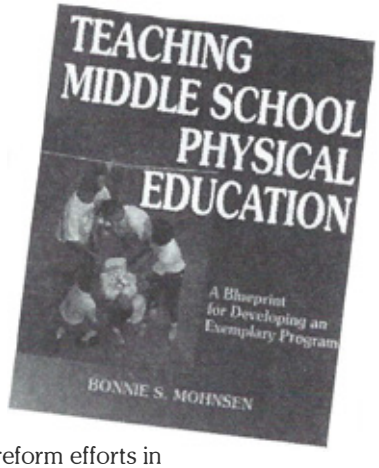

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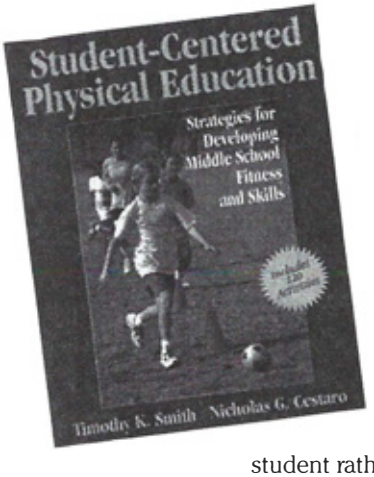
Teaching Middle School Physical Education
Bonnie S. Mohnsen, PhD
1997 · Paperback · 360 pp · Item BMOH0513
ISBN 0-88011-513-0 · $27.00 ($39.95 Canadian)



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Student-Centered Physical Education
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Timothy K. Smith, MEd, and Nicholas G. Cestaro
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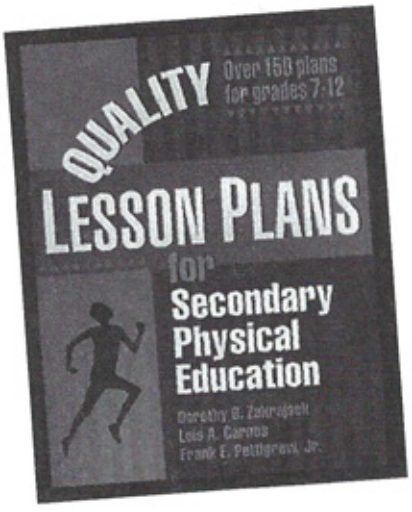

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Quality Lesson Plans for Secondary Physical Education
Dorothy B. Zakrajsek, PhD, Lois A. Carnes, MEd, and Frank E. Pettigrew, Jr., PhD
1994 · Paperback · 448 pp · Item BZAK0671
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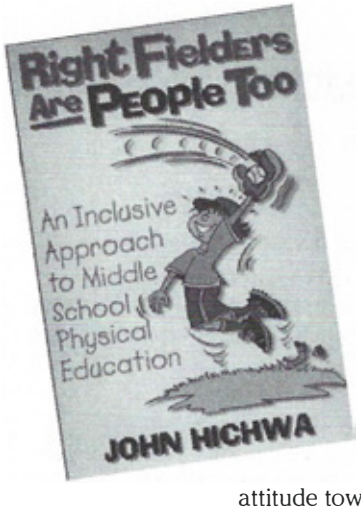

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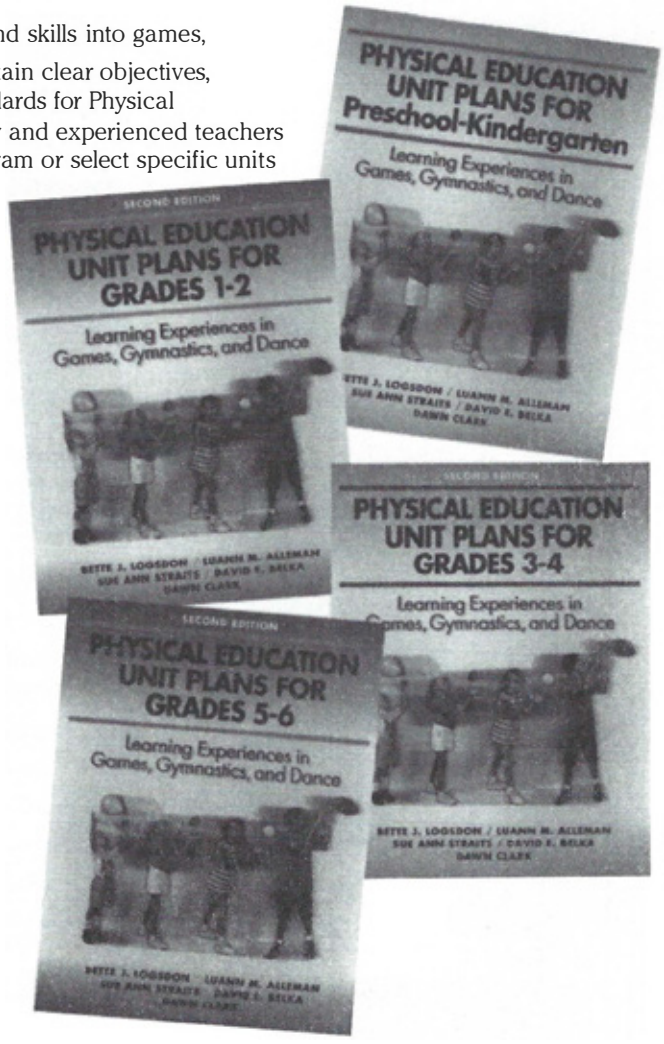

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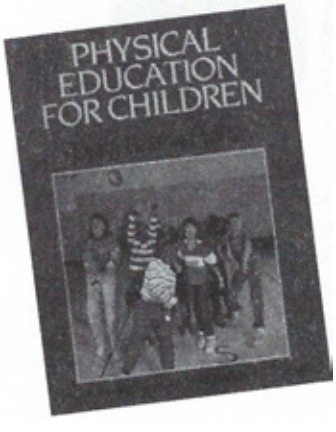

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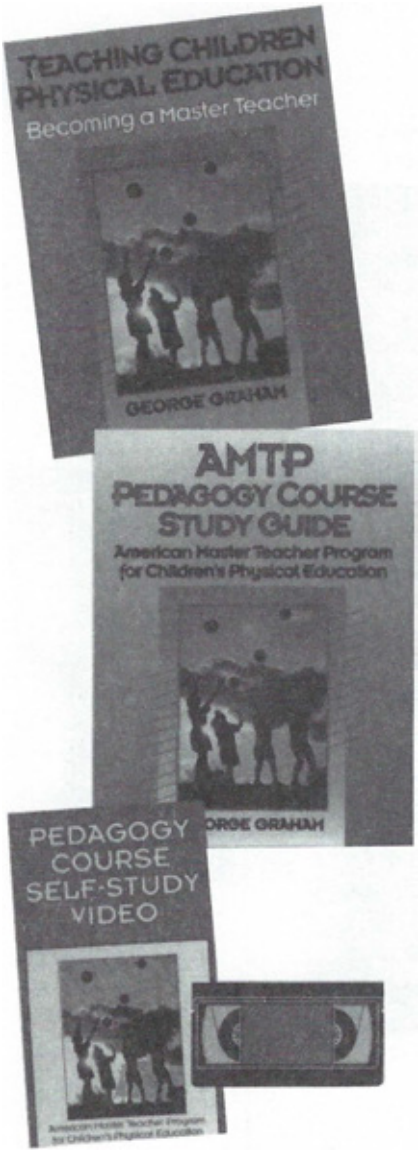

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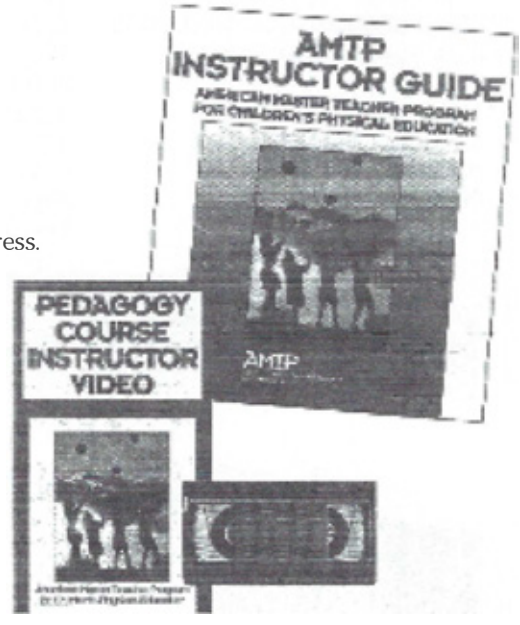

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Rev. 8/98

Do You Want $400 Million for Physical Education?

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

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

HOW DO YOU STAY INFORMED ABOUT THE BILL?

- **Become a member of NASPE/AAHPERD today by calling 1-800-213-7193.**
- **Visit the "What's New" section of NASPE's website at *www.aahperd.org/naspe* for the latest information on the bill.**

WHY IS PEP IMPORTANT TO CHILDREN?

Here are two disturbing facts: the percentage of overweight young people has more than doubled in the last 30 years and only 25 % participate in any type of daily physical activity. Physical education instruction provides children with the skills and knowledge they need to adopt active lifestyles and enhances academic achievement.

HELP GET THIS BILL PASSED!

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

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

"COACH, YOU KNOW THE GOOD NEWS IS, THEY SOMETIMES NAME A MOVE LIKE THAT AFTER THE FIRST PERSON TO DO IT."

Looking for a Chance to be Published?

THE IAHPERD JOURNAL IS REFEREED.

Students — Graduate Students
Teachers At All Levels

Leadership Opportunities on Councils

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

1. Work closely with the Program Director or Regional Coordinator to promote the special program area.
2. Attend annual IAHPERD Leadership Conference. (Hotel and meals paid for by the Association.)
3. Solicit programming for the State Conference or Regional Workshops.
4. Serve as host to greet and direct presenters during the conference.
5. Serve as presider for the various programs in your special area. Support includes introducing presenter, assisting during the presentation (distribute handouts), and providing presenter with the special gift from the Association.
6. Make nominations to the Awards Committee chair for Teacher of the Year and Association awards.

PROGRAM AREAS. The various program areas include:

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

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

INDIANA AHPERD
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(Undergraduate or Full-Time Graduate Student)

☐ New ☐ Renewal

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

MEMBERSHIP EXPIRES 1 YEAR FROM DATE DUES PAYMENT IS RECEIVED.

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

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

OPPORTUNITY FOR INVOLVEMENT

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

HELP NEEDED:

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

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and Mark Your Calendar!

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—and add a name to our growing membership list!