

INDIANA

Volume 29, Number 3

Fall/Convention Issue

2000



Indiana Association
for Health, Physical
Education, Recreation
and Dance



Affiliated with American Alliance for HPERD

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JOURNAL

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 29, Number 3

Fall/Convention 2000

Indiana Association for
Health, Physical Education, Recreation and Dance

Indiana AHPERD 1999-2000

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Contents

Message from the President	1
State of the Profession	3
Notions From Your Editor	5
Jump Rope For Heart	8
Yesterday's Leaders Impact Tomorrow's Teachers	9
Athletics and Discipline	13
PEP Bill Update	16
Who Will Speak for Our Profession, Part 2	17
Make New Connections / 2000 IAHPERD Conference	20
Quality Coaching Is Goal of National Council	25
Jump-Hoops For Heart	26
1999-2000 JRFH/HFH Incentive Awards	31
NASPE News	37
SPARK	38
Physical Education Standards Overview	39
Sportime International's Web Site	40
Sport For All Program	40
President Clinton Call For Support of PE	42

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The **Journal** is published three times a year (Fall, Winter, Spring) by the Indiana Association for Health, Physical Education, Recreation and Dance. 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 School of Physical Education, Ball State University, Muncie, IN 47306, telephone (765) 285-5172.

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Message from the President

Make New Connections

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Greeting,

I hope you are having your best summer ever. Although summer is to be a time of rest and recreation, Program Directors have been busy making last minute preparations for the fall conference, "Make New Connections." The conference will be held at IUPUI in Indianapolis on Friday, November 17 through Saturday, November 18. Karen Douglas, Midwest Representative to the AAHPERD Board of Directors, will speak at the awards luncheon. The Legacy Award will be initiated at the Awards Luncheon. As usual there will be a variety of programs, exhibitors and the dance gala. Please mark you calendar and make plans to attend. Bring a colleague you feel would profit from memberships in IAHPERD!

It's always fun and exciting to report how IAHPERD is making new connections. The Executive Board of Directors, at it's July meeting approved expending \$4000 for Jump Rope/Hoops for Heart Incentive Awards. These (\$500 or less) awards go to Jump Rope/Hoops for Heart Coordinators for projects designed to enhance health, physical education, recreation within their school and/or community.

IAHPERD will be awarding \$1000 Jean Lee/Jeff Marvin Scholarships to four college students majoring in an IAHPERD discipline during the 2000-2001 academic year. The recipients and the university they attend are:

Kristy Weber - University of Southern Indiana
Heather Hessman - University of Southern Indiana
Matthew Blair - Anderson University
Jennifer Markle - Purdue University

IAHPERD will be awarding \$500 high school scholarships to four seniors who plan to major in an IAHPERD discipline while attending college. The seniors, their high school and the university the plan to attend are:

Megan Bowton
Northrop High School (Ft. Wayne) -
Indiana Univ. or Butler

Ashley Douglass
Clinton Central High School (Frankfort) -
Purdue

Thomas Wagner
East Central (Lawrenceburg) -
Ball State or Indiana Univ.

Jamey Lambring
Seymour High School (Seymour) -
Indiana Univ.

In May IAHPERD sent Susan Flynn, Sponsor of the IAHPERD Council for Future Professionals, and Elise Studer-Smith, Program Director for Jump Rope/Hoops for Heart, to Washington, D.C. Susan and Elise along with an AAHPERD

representative(s) from all 50 states talked with legislators about the importance of physical education in schools and asked them to support passage of the Pep Act. As you recall from my last Greeting, the Pep Act would appropriate \$400 million over five years to improve physical education programs for kindergarten through grade 12 students. Susan and Elise were energized by the support by the Indiana legislators for physical education. I am confident our legislators found Susan and Elise's energy, dedication and passion for the profession impressive.

IAHPERD will be sending Susan Flynn, Sponsor of the Council for Future Professionals, and several college students majoring in an IAHPERD discipline to the AAHPERD National Leadership Conference in October. IAHPERD will also be

sending Susan and several college students to the Midwest Association Leadership Conference in Pokagon in September. What a wonderful opportunity for future professionals from Indiana to meet other future professionals from other states and receive leadership training from the national and regional leaders in our profession.

I wish you a healthy and fun summer. I would be interested in any new professional connections you've made this year. You can e-mail me at brezette@usi.edu.

Sincerely,

Jane Davis-Brezette
President

*Looking for a Chance
to be Published?*

**THE IAHPERD
JOURNAL IS REFEREED.**

**Students — Graduate Students
Teachers At All Levels**



STATE OF THE PROFESSION

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OUTCOMES

Recently I attended a outcomes workshop for the United Way. Much of the material that was presented at the workshop was very relevant to the assessed performances required in teacher education standards in Indiana. Below I have provided some of the material which was shared at the workshop.

OUTCOMES

Outcomes tell "What Happened" as a result of using resources and activities. Outcomes of programs show evidence they have improved or benefited the lives of its students.

Outcomes have often been confused with outputs. Outputs describe the programs, services or products provided by the program. Curricula, service learning and degrees are outputs. Outcomes describe the improvements, benefits or positive changes that occur because of output programs and services.

PROGRAM OUTCOME MODEL

<u>INPUTS</u> <u>Resources</u>	<u>ACTIVITIES</u> <u>Services</u>	<u>OUTPUTS</u> <u>Products</u>	<u>OUTCOMES</u> <u>Benefits to</u> <u>Students</u>
Money	training	classes taught	new knowledge
Staff	education	counseling sessions conducted	increased skills
Volunteers	counseling	educational materials distributed	changed attitude
Equipment	internships performance	students served	modified behavior improved

In order to clarify these areas, a definition of terms is provided below:

Input: A resource dedicated to or consumed by the program

Activities: What the program does with the inputs - how it goes about transforming them into products

Output: The direct product of the program

Outcome: Benefit to students or their performance during or after participating) I in the program

Indicator: Identifies what is being measured to track the program’s success on an outcome. An indicator is observable and measurable.

Target: The desired level of achievement of a program on its outcome. indicators

These last two definitions, indicators and targets, demonstrate the identification and measurement of outcomes. This is important because:

Outcomes show accomplished results not just effort of participation. Outcomes show the benefits to students that invested resources have “purchased”. Outcomes encourage support from funding sources, parents, and the public.

Internally programs benefit from identifying and measuring outcomes because:

Outcomes help specify effective programs. Outcomes help spotlight opportunities for improvement of programs. Outcomes guide resource allocation and budget development.

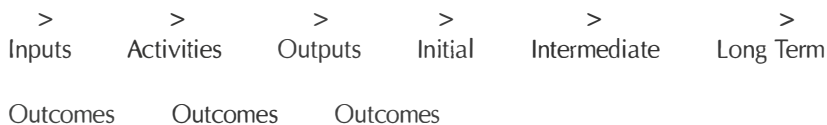
Types of Measurement Indicators include:

Hard Data - numbers, statistics, percentages, units of accomplishments, or any other measurement factors that can be quantified in some way.

Soft Data - non-quantifiable or heavily subjective factors such as opinions, judgments, statements, comments or testimony.

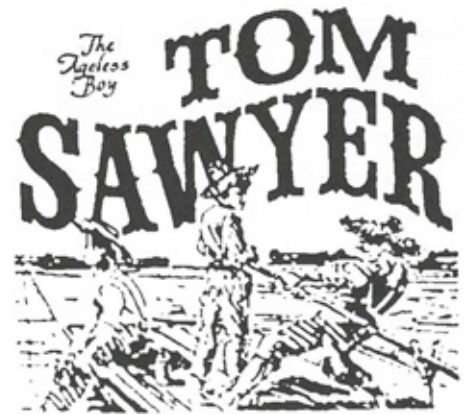
Combinations of “hard” and “soft” data

Finally, a conceptual framework for outcome measurement below demonstrates the process of movement in designing outcomes for our students.



NOTIONS From YOUR EDITOR...

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The Supply and Demand of Elementary and Secondary School Teachers in the United States

Policy makers and educational administrators consider several factors when making decisions about the need for teachers. The number of teachers required in a district depends largely on K-12 enrollment growth patterns, the pace of teacher retirement and attrition, and desired teacher-student ratios. Other factors, such as high immigration rates within the population or policies on reducing class size, also contribute to the demand for new teachers (Yasin, 1998). This digest will give a brief overview of teacher supply and demand in the United States, including projections for the next 10 years.

Profiles of Teachers and Students in the United States

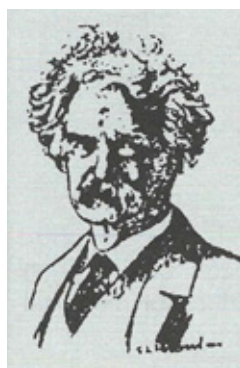
For the past ten years, the supply of public elementary and secondary school teachers has grown. Currently, the number of teachers in the United States is estimated to be 3.1 million, 2,666,034 of whom are teaching in public elementary and secondary schools (Snyder, 1999). Another 400,000 teach in private elementary and secondary schools (NCES, 1997). These estimates indicate an increase of about 17 percent since 1988. For the 1998-99 school year, there were 2,780,074 teachers in public schools. Over a million of those teachers (approximately 40 percent) were in the six states of California, Florida, Illinois, New York, Ohio, and Texas.

The number of elementary and secondary school teachers is projected to increase by 1.1 percent annually to a total of 3.46 million by the year 2008 (Gerald & Hussar, 1998). Elementary school teachers will increase to 2.05 million and secondary school teachers will increase to 1.19 million by 2008 (Gerald & Hussar, 1998). Similarly, elementary and secondary student enrollments are projected to increase to 54.27

million for the same time period. However, other factors such as teacher retirement and increased immigration will continue to increase the number of students, and thus the need for more teachers.

The projected demand for teachers may outpace the projected growth in the supply of teachers. Some researchers and policy makers estimate that school districts will have to hire about 200,000 teachers annually over the next decade to keep pace with rising student enrollments and teacher retirements for a total of 2.2 million additional teachers (Fideler & Haselkorn, 1999). However, some researchers point out that shortages are limited to particular regions and communities and argue that there is not an over-all teacher shortage. Moreover, most of the new teachers are needed in the specific subject areas of bilingual education, special education, mathematics, and physics and chemistry (Darling-Hammond & Berry, et. al., 1999; Bradley, 1999). In addition, the growth in the minority student population points to a need for more teachers of color.

Urban and poor communities will have the greatest need for teachers, with more than 700,000



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

— Mark Twain

additional teachers needed in the next decade. Urban communities also face the added challenge of retaining their teachers, who may be attracted to the higher salaries offered in wealthier suburban school districts.

The pupil-teacher ratio at the elementary school level in the United States is well within the range for developed countries: The U.S. pupil-teacher ratio is 17. The pupil-teacher ratios in other developed countries are as low as 11 in Italy and Denmark and as high as 27 in Turkey (Snyder, 1999).

Characteristics of the Teacher Population

The majority of elementary and secondary school teachers are female (74%) and white (87%) (MCTE, 1999). Some recent estimates indicate that the percentage of white teachers in public schools has increased to as high as 90 percent, while African-Americans comprise only 7 percent of public school teachers (Snyder, 1999). The average age among public school teachers is 44, and the average length of experience is 15 years (Snyder, 1999).

The story is different among the student population. Of the 51 million elementary and secondary students enrolled in American schools in 1997, approximately 35 percent were minorities (Snyder, 1998). (See table 1). It is estimated that by as early as the year 2000, 40 percent of elementary and secondary students will be minorities.

NCES (1997) data show that 20 percent of teachers will abandon their profession within the first three years, while 9 percent will leave within the first year of teaching. Others estimate that as many as 50 percent of new teachers leave the teaching profession

within their first five years (Darling Hammond and Sclan, 1996). About 75 percent of students in teacher preparation programs applied for teaching jobs, while 58 percent were employed as teachers by the following year.

Characteristics of Teacher Education Student Population

For the period 1989 to 1995, enrollment in schools, colleges, and departments of education increased by 5.5 percent to 520,555 (MCTE, 1999). The largest increases occurred among Asian/Pacific Americans (97%) and Hispanic American~ (80%). African American enrollment increased during this period by approximately 40 percent (MCTE, 1999). It is important to note that 34 percent of African American students in schools, colleges, and departments of education are also enrolled in Historically Black Colleges and Universities (HBCUs).

The overwhelming majority of students in teaching schools and colleges were white (80.5%) and female (74.2%). Approximately 9 percent of students enrolled in schools, colleges and departments of education were African American, and approximately 5 percent were Hispanic. (See table 2). Native American/American Indians and Alaskan Natives have the highest proportion of males enrolled in a teacher education program at 29 percent.

As table 3 shows, elementary education accounts for approximately 41 percent of undergraduate student enrollment in schools, colleges, and departments of education. This is followed by enrollment in secondary education, with approximately 27 percent of the student population. Early childhood and special education enrollments account for 9 percent of the student population (MCTE, 1999). It is estimated that two-thirds of the 160,000 students who acquire bachelor's and master's degrees in teaching are hired to teach (Darling Hammond & Berry, et. al., 1999).

Regional Supply and Demand

The distribution of teachers across states and regions in the United States is uneven. The reason for this uneven distribution is that some states have historically produced more teachers than they need, while others have needed more than they produce. States such as Connecticut, Minnesota, New York, Pennsylvania, and Wisconsin have historically produced more teachers than they employ (Bradley, 1999). Others such as California, Florida, Nevada, and Texas require more teachers than they produce.

Table 1

Total Public Elementary and Secondary School Students by Race/Ethnicity, 1996

Race/Ethnicity	%
White	64.2
Black/African American	16.9
Hispanic	14.0
Asian/Pacific American	3.8
American Indian/Alaskan Native	1.1
Total	100.0

Source: Snyder, T. (Ed.). (1998). Digest of Education Statistics, 1998. U. S. Department of Education, National Center for Education Statistics.

Table 2
Total SCDE Enrollment, by Face/Ethnicity, 1995

	N	%
White (non-Hispanic)	418,824	80.5
Black/African American	46,667	9.0
Hispanic	24,429	4.7
Asian/Pacific American	8,787	1.7
Native American/American Indian	3,593	0.7
Alaskan Native	124	1.1
International or nonresident	5,857	
Other	12,274	2.4
Total	520,555	100.0

Source: MCTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall 1995.*

The maldistribution of teachers is not just among states; the problem exists within states. For example, of the 21,500 teachers licensed in New York in 1996-97, only 5,900 were employed in the state. Despite the existence of licensed teachers in New York the state hired 9,000 unlicensed teachers for the same time period (Bradley, 1999). In Wisconsin, of the approximately 4,000 teachers licensed in 1996-97, only 32 percent were hired locally by the 1997-98 school year. One reason for the intra-state maldistribution of teachers is salary discrepancies. Some wealthier and suburban districts pay teachers as much as 20 percent more than other districts within the state (Bradley, 1999) and easily attract the licensed teachers they need. Other districts may not be able to offer attractive teacher salaries. Thus, some school districts have a greater need for teachers than others.

Conclusion

While the supply of teachers has grown over the past ten years, the projected demand for teachers indicates that the supply must continue to increase over the next decade. The demand for new teachers may vary by district, depending on local population growth, immigration rates, teacher retirements and attrition, and teaching salaries offered.

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Table 3
Undergraduate Enrollment by Area In Education, 1989, 1991, and 1995

	1989		1991		1995	
	N	%	N	%	N	%
Early Childhood	23,491	7.8	27,648	8.0	28,108	9.0
Elementary	130,704	43.5	151,128	43.9	130,975	41.8
Secondary	95,537	31.5	105,569	30.6	86,325	27.6
Special Ed.	22,871	7.6	28,411	8.2	28,151	9.0
Bilingual	923	--	1,479	0.4	1,513	0.5
Vocational	4,128	1.4	5,727	1.7	3,195	1.0
Other	23,062	7.7	24,497	7.1	34,842	11.0

Source: MCTE, *Survey of Teacher Education Enrollment by Race/Ethnicity, and Gender, Fall 1989, 1991, 1995.*

Jump Rope for Heart

Jump Rope for Heart/Hoops for Heart Task Force News

The Indiana JRFH/HFH Task Force is also a part of the Midwest Aff~liate Task Force. Both groups implement strategies and programs to further Jump and Hoops in the three states. Recently two of our members, Cathy Huntsinger and Karen Hatch, attended the Illinois 4th Annual Jump Rope for Heart and Hoops for Heart Coordinator's Workshop held at Starved Rock Lodge in Utica, Illinois. During the day and a half workshop, much was demonstrated and discussed. Highlights included a demonstration by an excellent Jump Rope team followed by audience instruction and participation in both beginning and intermediate rope skills. The team coordinator answered questions and talked about ways to introduce rope jumping into the school curriculum.

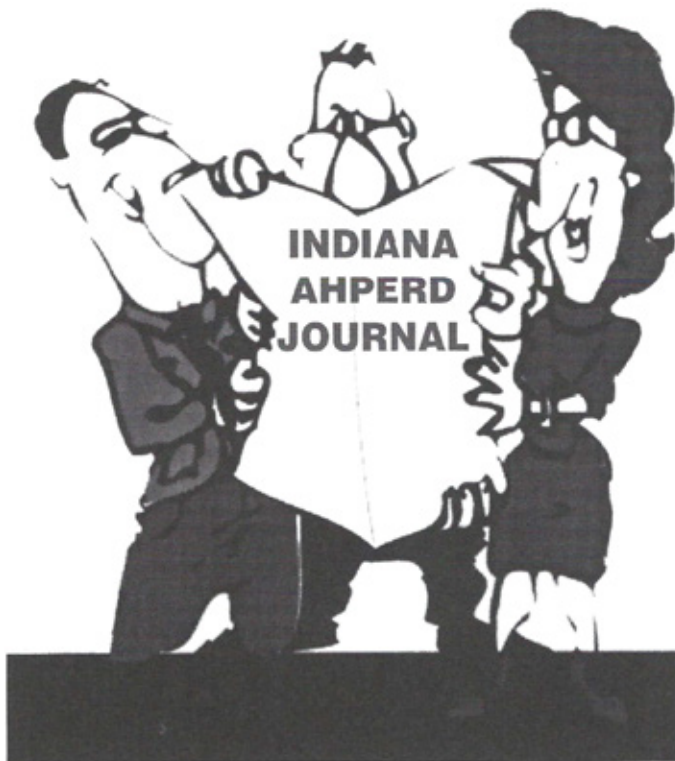
Roundtable discussions were held concerning advocacy, communications and public relations, grants available, new technologies to help with Jump

and Hoops record keeping, and new ideas for Hoops events.

Two mothers spoke on the importance of continued heart research. They are both alive due to new procedures developed during that research. They also shared ways other heart patients could help to communicate Jump and Hoops and the importance of both within a community.

Time was set aside on several occasions (as well as during meals) to talk with other participants. Many new ideas were received and plans are being made to share this information during the Indiana AHPERD conference in November.

Plans are also being made to make this a three-state event beginning in the summer of 2002. A location would be chosen that would be central to Illinois, Michigan, and Indiana coordinators. More information on this will be made available as plans are finalized.



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**Indiana AHPERD Journal, Nikki Assman,
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Reviewed Article

Yesterday's Leaders Impact Tomorrow's Teachers

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Introduction

As they sit through yet another lecture on the history of Physical Education, students wonder if studying history has any merit at all. They are thinking, "Why look over our shoulder to study the past? Everyone else looks to the future. There must be many more topics to study that will help us be tomorrow's teachers."

The purpose of this paper is to take a brief look at some of the historical figures that blazed the trail of early Physical Education. In addition to briefly summarizing the contributions of PE's giants, students will share their reflections relative to the impact these legends have on them as tomorrow's professionals. As this paper unfolds, let your memory kick into action, remembering the stories of perseverance, trend setting, life saving, and history making leaders of yesteryear. Then, allow yourself to "feel" the impact they have had upon your career, as these future professionals share how they will carry the torch handed to them many years ago.

There are so many ground-breaking heroes in PE's past. A select few of these individuals will be featured with a brief description of their contributions to Physical Education. In addition to the major contributions of each subject, a personal reflection is included describing the impact on future professionals in teaching Physical Education. The following individuals are included in this document:

William Anderson

Dudley Sargent

Delphine Hanna

Mabel Lee

Dio Lewis

R. Tait McKenzie

Luther Gulick

Jesse Williams

William Anderson

As a young physical educator, William Anderson recognized the need for professional training. There was little opportunity for physical educators to share beliefs and programs with each other. Anderson invited an array of experts to a meeting of influential advocates of physical training. The result of this meeting was the Association for the Advancement of Physical Education, known today as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), in which Anderson served as the first secretary.

Anderson also established the Brooklyn Normal School and the Chatauqua Summer School of Physical Education. Each program focused on fusing theory into practical curriculum in the schools.

Reflection

Every year there is an annual convention where AAHPERD provides professionals in the field with

opportunities to learn from each other. Individuals share emerging standards, ideas, programs, success stories, and more. In addition, teachers raise their level of professionalism to a higher standard. This yearly growth and regeneration is a result of Anderson's recognition of the need for people to share. His foresight created the environment where an AAHPERD could exist. Each time we receive information from the national office, attend a convention or conference, or share an idea with another teacher, we owe a "thank you" to William Anderson.

Dudley Sargent

Dudley Sargent focused his exercise programs to meet the individual needs of students. He is known for the development of anthropometric measures in order to assess improvements made by students. Dudley Sargent made a significant contribution in the development of two normal schools and the Physical Education program he developed at Harvard University. His summer programs served physical educators by giving them the opportunity to grow professionally. A certificate of completion from a Sargent program was highly respected.

Sargent was instrumental in the success of the two earliest significant conferences in PE history—the meeting at Adelphi Academy in 1885 and the Boston Conference of 1889. The meeting at Adelphi resulted in the formation of the Association for the Advancement of Physical Education (AAPE) where Sargent was elected to the position of vice president. He later served as the third, fifth, and eighth president of the AAPE. Dudley Sargent was an early advocate for the achievement of objectives "outside of the gymnasium," suggesting that PE activities offers growth in hygiene, recreation, and general education.

Reflection

Dudley Sargent was an early pioneer that provided advocacy for teacher preparation and fitness for students. His influence cannot be calculated due to its immense proportions. In addition to promoting teacher preparation and individual fitness improvement, Sargent served the profession through his involvement with the national association. He is an inspiration to those of us who want to serve our students and the profession, yet feel that we may not have enough time in the day. Dudley Sargent set the example of service for generations to come. As a professional, I must be willing to advocate for teacher training and student fitness.

Delphine Hanna

Delphine Hanna's training included being taught by Dio Lewis, Dudley Sargent and Nils Posse. Taking the reins from these early leaders in Physical Education, Hanna started a physical education teacher preparation program at Oberlin College. Eventually, that program was expanded from one to four years. As a leader in her field, Miss Hanna worried about the poor health of her students. She collected anthropometric data on 1600 college women in order to measure their individual development.

In 1903, Delphine Hanna became the first woman professor of physical education. Her legacy in Physical Education continued through her students. A list of legendary physical educators studying under Hanna includes Thomas Wood, Luther Gulick, Jesse Feiring Williams, and Jay B. Nash. Delphine Hanna was involved in many professional organizations. In 1931 she was given the annual Honor Award from AAHPER.

Reflection

One of the most inspiring aspects of Delphine Hanna's career is her interest in all her students. While doing her scientific reports to improve the health of students, her focus was not just on physical education students; she wanted to improve the health of all students, male and female. As a future physical education teacher, I believe this notion is crucial to my career. Promoting healthy lifestyles for all students and faculty strengthens the magnitude of my work. A healthy lifestyle needs to be present throughout the entire day, interwoven in many choices that we make. Delphine Hanna also felt that a healthy lifestyle was imperative for everyone and her work was a successful effort to make that happen. She proved to be a pioneer in the field of Physical Education.

Mabel Lee

Mabel Lee was dedicated to a lifetime of physical activity. As a high school sophomore, she asked her father to put up a basketball hoop. Mabel and her friends played the first basketball game in Iowa in 1902, even prior to boys playing the sport. Even after breaking her hip at the age of 92, she was able to walk without the use of a cane after only six months. It is believed that a lifetime of physical activity lead to her quick recovery.

To describe the life achievements of Mabel Lee would surely merit several volumes. Her groundbreaking achievements would fill half of the pages and her

endurance and stamina to live a long healthy life would fill the rest. In all, Mabel Lee accumulated 41 years in teaching and administrative work at the college level. She also authored several books. During these years Lee also was bestowed many honors and awards. Mabel Lee was the first female to serve as president of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), beginning a long list of extraordinary women leaders in professional service.

Reflection

We can only hope to accomplish a fraction of what this remarkable woman achieved for the advancement of Physical Education. Even after all that Miss Lee accomplished, she did not quit. She went on to preserve all that had been achieved by her and those that came before through her work with the AAHPERD Archives. It is evident by her work and dedication to this profession that she truly enjoyed what she did for a living. It was not just a job, but a way to live her life to the fullest. As a physical education teacher, Mabel Lee's work inspired us to look beyond the classroom and use our skills in the many different aspects of the profession, such as serving at the state, district or national level.

Dio Lewis

Dio Lewis modified Catherine Beecher's exercise program, adding some light pieces of handheld apparatus, and developed what was known as "light gymnastics." His program found its way into the curriculum of the elementary schools in Boston. He also founded the Normal Institute for Physical Education. This is the first known school that was designed to train future physical educators. Although it lasted just ten years, Lewis' institute paved the way for other normal schools yet to come. Dio Lewis also attended the meeting at Adelphi Academy in 1885 which saw the formation of a national organization to promote physical education, the AAPE.

Reflection

Today it is a common occurrence for those wishing to become a physical educator to enroll in a school with a program that prepares future teachers. That was not always the case. When Dio Lewis started the very first Normal School, he began a long history of teacher preparation. He originated what we take for granted today. It is apparent that Lewis had the ability to teach students how to learn for the future, developing life-long learners. Not everyone is

able to effectively teach physical education; it takes special training. By applying that to our teaching, we will never be finished becoming the best teachers possible.

R.Tait McKenzie

R.Tait McKenzie was a physician, scholar, and sculptor. He served as a teacher and chair of the Physical Education Department at the University of Pennsylvania for many years. McKenzie was also a great advocate for the contributions physical training had on the war effort. He also helped form the American Academy of Kinesiology and Physical Education. While serving as president of the Academy, McKenzie was able to recognize the need for specialization.

Although McKenzie was a strong advocate for physical education and physical training, some say his greatest contributions came through his artistic ability. He was able to combine his two passions into what would become his signature mark on the world. McKenzie became so involved in sculpting that he eventually resigned his post at the University of Pennsylvania to dedicate more time to his art. McKenzie won a bronze medal for his sculpture at the 1932 Los Angeles Olympic Games, and his works are still prominent in Physical Education today.

Reflection

R.Tait McKenzie's artwork is a great representation for how we as teachers can combine subjects that may not appear to be related. Who knows how many people became interested in physical education due to his artwork? That kind of crossover is what we need to draw people without athletic interests into physical education and fitness. McKenzie's artwork demonstrates the beauty that all physical educators should see every day when we walk into our gyms.

Luther Gulick

Luther Gulick was an instructor at the YMCA in Springfield, Massachusetts. He eventually became the superintendent of the YMCA, where he was a strong advocate for sport in the Physical Education curriculum. Gulick was a man of action and a man of wisdom. He also designed the YMCA triangle, an insignia reflecting unity in the developing of the mind, body and spirit; this triangle is still recognized today. Gulick was able to see the need for play in order for children to develop skills; and these skills could be developed outside of the school setting. He was instrumental in the formation of the Playground

Association of America in 1906 and the Campfire Girls in 1913.

Relection

Luther Gulick had a strong belief in the “whole person”—advocating development in the mind, body and spirit. He spanned the curriculum from athletics to play to recreation. His promotion of play motivated people to become involved with activity. Involving people in activity helped them to become well balanced. As seen in so many other PE heroes, Gulick served the profession by volunteering his service in professional associations. Gulick demonstrated the impact a physical educator can have on people in and out of the gym.

Jesse Feiring Williams

Some consider Jesse Feiring Williams to be the dominant person in Physical Education from 1930-1960. His influence is still felt today. As a medical doctor, Williams promoted educational values, social education, and physical education. He saw it as physical education’s responsibility to provide students with skills necessary to be a positive member of society. His major contribution to the field, which still exists today, was his advocacy of education *through* the physical. Williams felt that the development of physical skills was justified only if it helped to educate the total child.

Williams was a prolific writer, providing 41 books and numerous articles in professional journals. His writings constantly promoted the need to prepare children to serve in a democratic society. Williams insisted that physical education must focus on emotional, social, and intellectual development. He was an advocate of developing the “total person.”

Reflection

It is important for us, as physical educators, to remember the impact that PE has on all aspects of the life of a child. Ours is one of the few subjects (if not the only one) that truly impacts the whole child. The influence we will have on our students reaches outside the gymnasium for as long as our students live. It is because of people like Jesse Williams that future professionals can stand on their soapbox and preach about how we do more than “just teach skills.” We teach the whole child.

Conclusion

How can we be the best physical educators that we are meant to be? By utilizing the examples set

before us by these prominent figures from PE history, we see the need to be visionaries, to persevere when times get tough, to give our students our best, and to give back to our chosen profession through service. People say that history tends to repeat itself. If this is the case, it is our hope that we can impact our students (and our entire profession) as so many PE giants have done before us.

The eight individuals included in this article are only a representation of the many leaders that have served the profession. Many other noteworthy individuals have been excluded from this document due to time and space limitations. Also, keep in mind that they represent all the leaders, including the “unsung” heroes, the everyday warriors that teach children the importance of movement. As we look to the future, it is critical that teachers realize the impact they have on many students, one child at a time. It is with great respect that we look at yesterday’s leaders in order to become tomorrow’s finest.

Finally, just as there are many PE leaders that “pushed the envelope” to create our profession, there are many more unsung heroes that fight for enhancing Physical Education programs every single day. Professionals work to promote Physical Education, to teach our children, to provide students with quality programs, and bring health and fitness to the core of our existence. We are all heroes, historical figures....some of us just haven’t gotten started yet.



Reviewed Article

Athletics and Discipline

The Effects of Athletic Participation on the Frequency of High School Discipline Referrals

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High dropout rates, peer pressure to fail, gang violence, teen pregnancy, drug abuse, and poor grades have contributed negatively to academic achievement during the past decade. Discipline has been ranked as one of the top problems facing school systems today (Smith, 1994). There is serious doubt that cognitive experiences alone will solve or decrease these problems. In 1904, G. Stanley Hall, a renowned American Psychologist wrote that athletics "supplies a splendid motive against all errors and vices that weaken or corrupt the body. It is a wholesome vent for the reckless courage that would otherwise go to disorder or riotous excess" (Seagrave & Hasted, 1984). Interscholastic athletic programs, often perceived as costly frills, could be a large part of the solution to many of the problems that are currently invading our schools. High school athletic participation should be recognized for its potential and utilized for reaching improvement goals.

Several researchers have examined the impact of athletic participation on school discipline problems. An examination by Smith (1994) of dropout rates in Chicago schools revealed that the high school with the highest dropout rate (69.5%) had a dropout rate of only 7% for athletes. The high school with the second highest dropout rate (67%) had a dropout rate of 5% for athletes. Furthermore, the high school with the third highest dropout rate (55.9%) had a dropout rate among athletes of only 8%. In 1991, the Chicago Board of Education appropriated 19% of the budget for academic support, remediation programs, school security, truancy and dropout prevention, and teen

pregnancy prevention programs. Interscholastic athletics only represented 1% of the budget. Smith (1994) also reported 5,300 assaults on students and staff in Los Angeles, CA, high schools during the 1984-85 academic year. In addition there were, 1,000 reported incidents of students possessing dangerous weapons. It was determined that athletes were considerably less involved in this type of school-related deviant behavior.

Pressley and Whitley (1996) reported that 94% of high school dropouts in the United States did not participate in athletics. Fejgin (1994) found students who are involved in high school sports have higher grades, high self-concepts, higher educational aspirations, more internal locus of control, and fewer discipline problems. Seagrave and Hasted (1984) suggested that students not involved in athletic programs are more likely to internalize values that favor rebellious or illegal behavior.

In 1978, Laughlin investigated the academic performance of 243 wrestlers enrolled at seven different schools in San Francisco. Wrestlers who remained on the team the entire season maintained higher grade point averages, had fewer absences, and received significantly less referrals than those wrestlers who quit the team. The total sample of wrestlers had significantly fewer absences in-season than out-of-season and achieved higher grade point average in-season than out-of-season. Holt (1998) reported similar results related to all athletes from a rural Canadian high school. Students not participating in sport received disciplinary referrals of almost

three to one over athletes.

Seagrave and Hasted (1982) found female athletes were less delinquent across all sports compared to male athletes. Male athletes were 34.5% more likely to be involved in delinquent behavior than female athletes were. According to the President's Council on Physical Fitness and Sports, (1997) female athletes tend to get better grades and are less likely to drop out than their non-athletic counterparts.

The purpose of the study was to investigate the following three questions related to a high school setting:

- 1) Do athletes receive less discipline referrals than non-athletes do?
- 2) Is the frequency of discipline referrals greater for male athletes as compared to female athletes?
- 3) Do athletes receive more discipline referrals in-season or out-of-season?

Methods

Participants in this study included students enrolled grades 9 through 12 during the 1998-1999 academic year. All participants attended the same Indiana high school. The school's enrollment consisted of 151 males and 151 females. Of these 302 students, 137 individuals (77 males, 60 females) were members of an athletic team. There were 464 discipline referrals for the 1998-1999 academic year. A referral was given when a student committed an offense that required action by the principal. After permission was received from the Institutional Review Board for Research Involving Human Subjects at Ball State University and the appropriate school official, each of the referrals was reviewed by the principal investigator. Each of the 464 referrals was grouped according to the following: (a) athlete or non-athlete, (b) gender, and (c) in-season or out-of-season at time of referral. These specific categories allowed the researchers to track who was receiving the referrals and when actions requiring disciplinary action occurred. All individual discipline referral information remained anonymous throughout review to ensure confidentiality. Descriptive statistics were used in analyzing the three research questions. Mean averages and percentages were the primary statistics utilized.

Results

When comparing the number of referrals received by athletes and non-athletes, students not participating in athletics committed 309 of the 464 discipline offenses, which represented 66.6% of all

referrals during the 1998-1999 academic year. Athletes committed 155 discipline offenses representing 33.4% of all referrals.

When comparing male athletes and female athletes, males received 117 of the 155 discipline referrals received by athletes, which represented 75% of all the referrals received by students participating in sport. Female athletes received 38 discipline referrals. This represents 25% of the total referrals received by athletes. It should be noted that one specific female committed 12 of the 38 offenses. She only participated in one sport and had only one referral while in that season. During the other two seasons of non-participation she accumulated 11 referrals. If you were to eliminate her offenses from the study, the female athletes only received 26 referrals for the entire year, or 18% of all athletic referrals. This in turn would put the offenses of males at 82% of all referrals committed by athletes.

Tracking of when athletes received discipline referrals revealed that 92 of the 155 referrals were received while the sport was in-season. This statistic represented 59% of the referrals athletes received in-season. Of the 92 offenses committed, 82 were by males, which represented 89% of all referrals received in-season. Only 10 offenses or 11% of the referrals received in-season were by female athletes.

It is also important to note what time of year or season most athletes committed their discipline offenses. In the fall, there were 12 referrals, which represented 13% of the in-season offenses. During the winter, there were 33 referrals representing 24% of the offenses in-season. In the spring, 47 offenses occurred, which accounted for 63% of the referrals in-season.

Discussion

The purpose of this investigation was to determine if athletic participation at an Indiana high school had an effect on school discipline. The three questions that were investigated included:

- 1) Do athletes receive less discipline referrals than non-athletes do?
- 2) Is the frequency of discipline referrals greater for male athletes as compared to female athletes?
- 3) Do athletes receive more discipline referrals in-season or out-of-season?

After the statistical analysis was completed in reference to the first question, a significant difference in the number of discipline referrals by athletes and non-athletes was evident. Non-athletes that

accumulated more discipline referrals than the number athletes received by a two-to-one ratio. The percentage was 66.6% for non-athletes receiving discipline referrals compared to 33.4% for athletes receiving referrals.

Several researchers have suggested reasons for these results. As reported by Holland and Andre (1987) being a member of an athletic team requires adjustment to rigid rules, regulations, practice time and the coaches' authority. Fejgin (1994) concurred by stating that athletic participation provides ongoing training of individuals to comply with rules and endure long hours of practice, while delaying fulfillment of other physical and social needs. Fejgin (1994) continued by proposing the rewards associated with such compliance possibly makes it easier to accept other rules and formal authority. According to Seagrave and Hasted (1984), it is plausible that non-athletes have a greater need to assert their identity both to themselves and their peers through defiant actions than do athletes. Athletes can define themselves and demonstrate their prowess on the athletic field. It is also possible non-athletes are more likely to be exposed to deviant influences. Since athletes tend to be in the public eye, the administration and coaches expect players to conduct themselves at a higher level. In addition, student athletes realize referrals could jeopardize playing time or suspension from an athletic contest. The results of this study strongly support previous research reporting that students involved in athletics are less likely to be involved in inappropriate conduct.

In response to the second research question, the results of this investigation showed overwhelming evidence that female athletes received significantly less discipline referrals than male athletes. Of the 155 referrals received by athletes in the 1998-99 school year, female athletes received only 38, or 25%, of all referral received by students participating in sport.

These results concur with Seagrave and Hasted's (1982) study in which they reported that male athletes engaged in more deviant behavior than females. Based upon 10 years of teaching and coaching at the high school level, the principal investigator of this study noted that female athletes tend to have very few academic and disciplinarian problems. From the researcher's past experiences, females are not as confrontational in sporting events, are less likely to take risks by participating in deviant behavior, and do not appear as driven to prove themselves. According to the principal investigator, female athletes that he has coached in previous years conformed better than

males athletes to structured educational and practice settings. Female athletes displayed better communication skills, and were more respectful to teammates and competitors in comparison to males. All of these factors are potential explanations for the results of this investigation. Unfortunately, research is lacking in respect to the occurrence of discipline problems in female athletes.

The third research question addressed the time of year when athletes received discipline referrals. The results of this study revealed 92 of the 155, or 59%, discipline referrals received by athletes were in-season. Male athletes received 82 of these 91 referrals whereas female athletes only received 10 referrals in-season.

It should be noted that one female received 12 referrals of the total female offenses for the year, but she only received one while in-season. In this female's case, the participation in a sport reduced her discipline referrals greatly. It is possible that participation in the sport was a top priority for this individual and she realized discipline referrals would jeopardize her opportunity to participate on the team. Peer pressure of not letting her team down or embarrassing her team could be factors affecting her behavior. It is possible that the positive influences of other players on the team and receiving positive feedback from the coach contributed greatly to her reduction in referrals.

These results contradict those of Laughlin (1978) who reported that wrestlers had fewer referrals while in-season. The athletes in this study received a majority (59%) of their discipline referrals while in-season. There was significant evidence to suggest during what season athletes are more likely to receive discipline referrals. Of the 92 discipline referrals given to athletes in-season, 12 were given during the fall season, 33 were received during winter season, and 47 were recorded during the spring season. One reason as to why more referral were given during the spring season is simply because students and teachers might not be as tolerable of each other. It is also possible that discipline in spring sports by coaches is not nearly as tight as in other seasons. Spring sports are always dependent on the weather, which in Indiana is variable. Therefore, it is more difficult for coaches to establish a set routine for practice and games. Wrestling is a winter sport; therefore, these issues may not apply. Another contributing factor might be the significant number of non-teaching coaches, which is common in Indiana, for spring season sports. The lay coach may not have training in

behavior management and appropriate coaching strategies. A combination of the factors may have led to the higher number of discipline referrals during the spring sport season.

Conclusions & Recommendations

The results of this study provide evidence that schools should be encouraged to evaluate the benefits of athletic participation in improving school discipline. Athletes were less likely to receive discipline referrals compared to non-athletes. The data collected also supported that female athletes receive less discipline referrals than male athletes do. A surprising result was that a majority of the referrals during season as compared to out-of-season for athletes.

The researchers feel that the results of this study call for continued investigations into the effects of athletic participation on school discipline. More conclusive studies across a broad range of urban, suburban, and rural schools as well as considering students at a variety of ages is warranted. Investigations into specific issues within sport participation that lead to improvements in discipline problems would also be valuable to our teachers and coaches.

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PEP Bill Update

Since NASPE/AAHPERD's National PEP Rally when representatives from every state visited all 100 Senators and hundreds of Representatives, 14 more Senators have joined on as co-sponsors. They are Senators Conrad Burns (R-MT), Lincoln Chafee (R-RI), Max Cleland (D-GA), Kent Conrad (I-ND), Pete V. Domenici (R-NM), John Edwards (D-NC), Tom Harkin (D-IA), Jim Jeffords (R-VT), Edward Kennedy (D-MA), J. Robert Kerrey (D-NE), Mary Landrieu (D-LA), Barbara Mikulski (D-MD) and John D. Rockefeller (D-WV), Olympia Snowe (R-ME).

On May 24, 2000, New York Congressmen Joseph Crowley and John Sweeney introduced the PEP Act, HR 4536, into the House of Representatives with 26 cosponsors. These co-sponsors include: Representatives Neil Abercrombie (D-1st HI), Thomas Allen (D-1st ME), John Baldacci (D-2nd ME), Sanford Bishop (D-2nd GA), Earl Blumenauer (D-3rd OR), Eliot Engel (D-17th NY), Lane Evans (D-17th IL), Martin Frost (D-24th TX), Maurice Hinchey (D-26th NY), Chris John (D-7th LA), Marcy Kaptur (D-9th OH), John Lewis (D-5th GA), James Maloney (D-5th CT), Carrie Meek (D-17th FL), Patsy Mink (D-2nd HI), Ed Pastor (D-2nd AZ), Nick Rahall (D-3rd WV), Charles Rangel (D-15th NY), Carlos Romero-Barcelo (D-PR), Max Sandlin (D-1st TX), Debbie Stabenow (D-8th MI), John Tanner (D-8th TN), Charles Taylor (R-11th NC), Tom Udall (D-3rd NM), James Walsh (R-25th NY), and Robert Wise (D-2nd WV).

Unfortunately, the road for passage of PEP is not certain. The PEP bill is one of approximately 300 amendments presented for the reauthorization of the Elementary and Secondary School Act (ESEA). Two things are clear: 1) Because of the complexity and shifting politics of this bill, our friends in the Senate can not tell us the particulars of how PEP will be addressed - i.e., PEP will be introduced as a stand-alone floor amendment or part of a larger package that

bundles several different amendments. 2) We can't take anything for granted - we MUST keep the pressure on in the Senate now for PEP - Senate Bill 1159 and House Bill 4536.

To date, in addition to the new co-sponsors and Senator Stevens, other PEP co-sponsors include: Sen. Jeff Bingaman (D-New Mexico), Sen. Thad Cochran (R-Mississippi), Sen. Mike DeWine (R-Ohio), Sen. Rod Grams (R-Minnesota), Sen. Daniel K. Inouye (D-Hawaii), Sen. John Kerry (D-Massachusetts), Sen. Blanche L. Lincoln (D-Arkansas), Sen. Frank Murkowski (R-Alaska), Sen. Arlen Specter (R-Pennsylvania), Sen. Paul Wellstone (D-Minnesota), Sen. Barbara Boxer (D-California), Sen. Thomas Daschle (D-South Dakota), Sen. Christopher J. Dodd (D-Connecticut), Sen. Chuck Hagel (R-Nebraska), Sen. Tim Johnson (D-South Dakota), Sen. Carl Levin (D-Michigan), Sen. Richard G. Lugar (R-Indiana), Sen. Richard C. Shelby (A-Alabama), Sen. Strom Thurmond (R-South Carolina).

This is the most critical moment for PEP this year! Awareness and understanding about the benefits of physical education and physical are growing. We must keep PEP in front of the Congress (Senate & House) and their staff members. Each Senator and Congressperson needs to know that Senator Stevens introduced an amendment to ESEA. "Can we count on you to support the PEP amendment?" is the question to ask.

Now more than ever YOU MUST STEP FORWARD to participate in making large-scale efforts to educate and influence these Senators and Representatives. We need you to encourage others such as parents, doctors, community leaders, etc. to support physical education. Please email Paula Kun (pkun@aahperd.org) about the results of your efforts. Thank you for your continued support! Don't let PEP pass us by!

Reviewed Article

Who Will Speak Out for Our Profession? –Part 2

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Future professionals must practice public relations projects to gain experience and confidence that their voices are important to the field of physical education. In this second article regarding an assignment for a college majors course, senior level students share their visions on issues in the field. The first writer shares a letter to her congressman in support of the Physical Education for Progress Act by Ted Stevens.

Dear Senator,

I am currently a senior majoring in health and physical education. I am writing in response to the “Physical Education for Progress Act”, sponsored by Ted Stevens (R-AK). I strongly support this bill and believe that it should go into effect.

Physical education is an important area in the academic curriculum that needs as much support as possible from everyone, including the government. Physical education plays an important role in development and in lifelong health. This is achieved by teaching children fundamental skills that can be used as a building block for lifelong physical activity. Studies have shown that physical education and activity help improve self-esteem,

communication skills, academic competency and provide structured recreational outlets for children. Simply playing on the playground at recess does not accomplish all of these things. If these goals can be achieved and developed through physical education, then it is easy to see the important role that physical education plays in the development of children, and eventually the development of a nation.

I personally feel that there are numerous benefits to physical education and that physical education is a very necessary component in the academic curriculum. With proper and adequate funding physical education programs have the potential to improve the lives of many children and young adults.

Thank you for your time and for your support of the “Physical Education Progress Act.” If this bill is to pass, it will be of great benefit to every child in the United States. I would like to know your voting position on this important issue and a written response would be appreciated. Sincerely,

Students in the upper level class were also asked to defend an issue. The next two authors share their

concerns in opinion pieces that could be submitted to local newspapers or be sent to school boards and other constituencies.

Who's Protecting Our Athletes?

How well are our high school athletes protected from injury? This is an important question that needs to be addressed by high schools everywhere. I am an assistant varsity high school basketball coach at a small high school and we do not have anyone certified in the treatment or prevention of athletic injuries. As an assistant coach I tape ankles and care for other injuries but I am not trained adequately to do so. I have taken one class in college pertaining to the care and prevention of athletic injuries. I give appropriate care for minor injuries but in no way am I prepared to handle a major injury that could occur at practice or games.

The issue has had to come up at least once in the past. This is my first year at the school and I noticed from day one that the athletes were not being cared for properly. I cannot believe that some parents have not shared their concerns with the school's athletic director or some other administrator. If my child were participating in a competitive sport in high school, it would be a primary concern of mine to make sure that my child was being cared for properly.

There needs to be a way to provide our athletes with the proper care that they need and deserve. I am aware that many schools are financially unable to provide a certified athletic trainer for their athletes, but something needs to be done. Is it going to take a catastrophic injury to occur to one of these young people before we realize that we need trained professionals to work with athletes? I feel strongly that we need to take action now to remedy the situation.

Some suggestions that I have are to cooperate with other schools nearby and hire at least one athletic trainer to be available to evaluate injuries and give the players and coaches advice on how to care for the injury. If three or four schools combined their resources, I'm sure that they could hire an athletic trainer to perform these duties. Another thing to do is to require coaches to attend workshops and receive training on how to prevent certain injuries

and also how to care for them. This solution would be more financially feasible because the schools would not have to pay any extra money except for the registration fee to the conferences and seminars.

Of course the ideal solution would be to hire a full time certified athletic trainer to cover all sports. Then a program could also be developed to give students with an interest in athletic training an opportunity to assist the trainer in his or her duties. I have heard that many schools are doing this. It is not only beneficial to the athletes at the school but also to the other students who attend the school. These students are given valuable experience in dealing with athletes and their injuries.

The whole issue comes down to money. Are we willing to pay extra in taxes in order to ensure our athletes get the care that they deserve? I sure hope that we are, for our kids' sake.

Why Keep Physical Education?

Tetherball tournaments, field hockey, flag football, and annual "Turkey Trots" are some of my fondest memories from my grade school days of physical education. Every day we were given an opportunity to participate in organized physical activities. It was a time to laugh and play while learning more than we realized. As a child, I did not measure the value of physical education but instead, I enjoyed my time there. I can now reflect and recognize the value physical education in the life of students from kindergarten through high school. Physical education contributes to the development of social skills, self-awareness, and lifestyle habits and is important to have in the daily curriculum for students.

Physical education provides another form of education that gives students a chance to learn social skills. Through different activities, students learn how to become more effective communicators. Starting at a young age, students are organized into teams where they have to communicate in order to accomplish a goal. They have to work together and talk to one another to be successful. Students are exposed to the challenges of team work and communication, but they have to push through those challenges. Students are put in situations where they have to not only talk but to listen. Physical education

gives another way for children to learn how to work well and cooperate with others. They are introduced to competition and sportsmanship. All of these tools can be taken into any aspect of a person's life even if they aren't athletes or sport's buffs. Physical education exposes students to new situations in which they explore ways to be successful that are valuable to everyone.

Physical education also develops self-awareness. Physical education is not only about games and competition. Students learn about how their bodies work and the capabilities they possess. Persons can learn a lot about themselves through physical activities. Physical education encompasses emotional and spiritual health. It goes beyond basketball and running. Physical education should give an opportunity for students to learn ways in which to develop healthy minds and education in the life of students from kindergarten through high school. Physical education contributes to the development of social skills, self-awareness, and lifestyle habits and is important to have in the daily curriculum for students.

Physical education provides another form of education that gives students a chance to learn social skills. Through different activities, students learn how to become more effective communicators. Starting at a young age, students are organized into teams where they have to communicate in order to accomplish a goal. They have to work together and talk to one another to be successful. Students are exposed to the challenges of team work and communication, but they have to push through those challenges. Students are put in situations where they have to not only talk but to listen. Physical education gives another way for children to learn how to work well and cooperate with others. They are introduced to competition and sportsmanship. All of these tools can be taken into any aspect of a person's life even if they aren't athletes or sport's buffs. Physical education exposes students to new situations in which they explore ways to be successful that are valuable to everyone.

Physical education also develops self-awareness. Physical education is not only about games and competition. Students learn about how their bodies

work and the capabilities they possess. Persons can learn a lot about themselves through physical activities. Physical education encompasses emotional and spiritual health. It goes beyond basketball and running. Physical education should give an opportunity for students to learn ways in which to develop healthy minds and bodies. Every person has different abilities and is challenged in different ways. Through physical education, each can learn ways to work through these and how a person needs to work, individually, to overcome weaknesses. Physical education lets a person find ways that help relieve stress or leads to happiness. Physical education allows a student to create a self-awareness that can improve his or her over-all health.

The most important reason for physical education is the development for life-long habits. Students learn the value of being physically active as they grow and change. Our society has become sedentary as technology increases and everything is built on convenience. We don't have to work as hard. In order to be healthy through, our bodies need to remain active. Physical education introduces students to crating habits that can last a lifetime. Children learn about nutrition and the important of exercise. They see the benefits of having an active lifestyle that includes emotional, spiritual, and physical wellness. The quality of life can be enhanced through physical activities. It adds an irreplaceable dynamic to one's life. At a young age, boys and girls start to develop these habits that will stay with them for the rest of their lives.

The importance of physical education in our children's lives cannot be stressed enough. Physical education has progressed immensely over time and is continuing to grow. Good health is not just a fad or a trend, it is a permanent part of a person's life. Wellness needs to be instilled in children and young people to endure healthy people for the future and many years to come.

Students do have a voice. All professionals have a responsibility to publically promote physical activity in their communities. Has **your** voice been heard?

Make New Connections

2000 INDIANA AHPERD CONFERENCE

November 16-18

Conference Location

University Place Hotel
IUPUI Campus
Indianapolis, IN

Conference Inquiries

Contact: Tom Sawyer
Indiana AHPERD Conference
Coordinator
Dept. of Recreation and Sport
Management
Indiana State University
Terre Haute, IN 47809
Phone (812) 237-2186 / 4113
FAX: (812) 237-4338
E-mail:
pmswyr@aol.com

Registration Inquiries

Contact: Nikki Assmann
Indiana AHPERD Executive
Director
School of Physical Education
BSU
Muncie, IN 47306
Phone: (765) 285-5172
FAX: (765) 285-8254
nassmann@bsu.edu

Exhibitor Inquiries

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

- Visit the Exhibits Area
- Pre-Conference Workshop – Butler University Outdoor Challenge Course
- Student Assessment
- Participation (wear activity clothes, bring your swimming suit)
- Activity Sessions held in IUPUI Conference Center and School of Physical Education pool and Gyms
- Fitness Activities (racquet sports, Razzle Dazzle)
- Dance Gala
- Awards Luncheon
- Aquatic Activities
- Health Issues
- Instructional Technology
- Jump Rope for Heart Programming Ideas & Jump Teams
- Two-Hour Soccer Clinic for all
- Hot New Topics, New Speakers, New issues
- Exciting meetings for student professionals sponsored by the Council of Future Professionals (CFP)
- Registration – 6:00-7:00 pm Thursday, 7:30 am – 2:30 pm Friday 7:30 – 10:00 am Saturday

Plan to Attend...Register Today

TENTATIVE PROGRAM LISTING

Thursday Pre-Conference Workshop, Butler University, Hinkle Fieldhouse, Gate 4
510 W. 49th St., Indianapolis, IN 46208, 317-940-9434, 12:00-5:00 PM, \$25.00/person

Friday November 17, 8:30 a.m. – 1:30 p.m.

Activity “In Between” Units
Learn to Play Goal Ball
Adapted Physical Education National Standards & Project Prepare
Rhythm and Dance for All Students
Assessment Through Activity: Determining Student Skill with Simple Activities
Indiana Regulations for Aquatics at Public Schools
Experience the Sport of Skin Diving
Evaluating Swim Stroke Mechanics
Aquatic Liability & Risk Management
CPR – Adult Up-Date – 12:30 – 3:15
Dance Therapy
Soccer 101: Putting Fun-da-mentals Back Into the Game (two-hour workshop)
Modern Lyrical “Dance”
Irish Step “Dance”
Dance Stretch/Pilates
Build Your Field Day Library
Assessing Grades in Elementary Physical Education
Integrating Math into the Physical Education Curriculum
Got Rhythm (Dances Everyone Can Teach – Part I Elementary, Part II Middle School)
“Getting Fit in Twelve Steps”
Benton Central Middle/High School – Physical Education Model
Safety & Sport Law
Do It Daily III
“Physical Best” Program and Curriculum
Fun in the Health Classroom
Integrating Health Education Content & Skills to Provide Instruction to Prevent Violence
Creating a Community Based Fitness Program for Children
Integrating Health Education Content & Skills to Provide Instruction to Prevent Alcohol Use & Abuse
Including Racquet Sports for Fun and Fitness in All Curriculum Levels
Organization and Leadership of a Student Club (CFP)
Council of Future Professionals: Pizza Party & Elections
Winning Strategies: JRFH/HFH
JRFH/HFH Roundtable Discussion
Have a Successful JRFH Event
Heart Adventure Course – JRFH

Friday November 17, 1:30 p.m. – 5:30 p.m.

A Different Swing on Teaching Golf: Tips for Golf Instruction for All Students
Accommodating the Needs of Students with Severe/Profound Disabilities in Physical Education

A Wet and Wild Bag of Tricks
Modem Master “Dance” Class
Activity Sharing – What’s Your Favorite?
Cooperative Games with Multi Color Balls
Razzle Dazzle Football
Interdisciplinary Teaching – Collaborative Project between Elementary Schools
Student Assessment – Teacher Accountability (Four Person Panel)
Need an Intramural Program in Your High School?
Enhancing Health Instruction: Capitalizing on Initiatives in Coordinated School Health Programs & Comprehensive School Health Education
Integrating Health Education Content and Skills: Helping Students Manage Anger
Team Sports For the Secondary School
Learning Ultimate Frisbee in 60 Minutes
Developing a High School Athletic Training/Sports Medicine Course or Program
Writing a Winning Resume & Cover Letter (CFP)
Interviewing Techniques (CFP)
Getting Into the Swing of Dance (CFP/Secondary)
Superstars Competition (CFP)
Outdoor Recreation Opportunities: Wilderness Trip Programs
In-Line Skating – Rollerblade

Saturday November 18, 8:30 a.m. – 1:00 p.m.

Dare to Discipline: Creating Strategies to Manage Student Behavior
The Games Down Under – Paralympics 2000
Spring Board Diving Techniques
New Indiana State Board of Health Bathing Code
Jazz “Dance”
Swing “Dance”
Kin-Ball Activity
Lifetime Sports
Round Table Discussion – What I Wish I’d Known & What Should I Know Before Student Teaching
In-Between Units – Secondary
Individual and Dual Sports
Physical Best – Program Software
Renew Your CPR Certification – 8:30 – 10:15 a.m.
IAHPERD Mini Grant & JRFH/HFH Incentive Programs
Grant Writing for Beginners
The Promises & Pitfalls of Competency Based Education in Athletic Training
Unique Methods for Basic Golf Instruction – PGA Pro
JRFH Jump Team – Arlington Elementary School “Indy Air Bears”
Developing a County-Wide Multiple School JRFH Event

IAHPERD Conference Information

*Win a free 2001 Indiana AHPERD Conference
by pre-registering for the 2000 Conference.
A drawing will be held at 12:20 on Saturday afternoon.
You must be present to win.*

Registration

The best and least expensive way to register for the conference would be to mail the attached pre-registration form to Nikki Assmann at the address listed on the form. The deadline for pre-registration is November 3 (postmarked).

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

Registration at the conference will be located in the Conference Center Foyer. It will be open Thursday evening from 6:00 to 7:00 and beginning at 7:30 on Friday and Saturday morning.

We Read Your Comments

As a result of the conference evaluations that were submitted last year, we have made a change in order to offer requested programming. For those not attending the Awards Luncheon, some sessions will be available and the exhibits will be open.

Awards Luncheon

The Awards Luncheon is scheduled for Friday, November 17th at 12:30. A ticket for the luncheon can be purchased in advance for \$10. Be sure to check "awards luncheon" on the Pre-Registration form and include the fee when you write your check. Tickets must be ordered in advance to ensure seating.

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

Dance Gala

The Dance Council has planned a talent-laden, high energy, Dance Gala 4pm – 5:15pm Friday afternoon. Plan to attend this session just prior to the All-Conference Social.

The Dance Gala will be an outstanding show with variety featuring local students as well as dance majors or clubs from many of our colleges and universities.

Starting Times

Conference sessions will start at 8:30 each morning. Most sessions will be 1 hour long including fifteen minutes between sessions to facilitate moving from one session to the next. Sessions will continue until 5:15 on Friday. Saturday sessions will finish at 12:15.

The Friday schedule will finish with an all-conference social from 5:30 – 6:30. After the social you are on your own for a night in "Indy".

Plan to attend Saturday sessions. We saved some of the best for Saturday.

Hotel Registration

The conference hotel is the IUPUI University Place Conference Center. The deadline to receive the conference rates is 5:00 pm on October 15. Reservations should be made by calling the 800 number (800-627-2700). Be sure to identify yourself as attending the IAHPERD Conference to get the special rates.

Mini Grants Session

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

Technology Sessions

Share your information on good HPERD Web Sites, and learn about instructional technology and Distance Education Basics in Indiana.

Special Events & Meetings

Thursday November 16

Pre-Conference Workshop 12:00 – 5:00 p.m.

Experience Butler University's low and high ropes courses as a participant while learning the role of facilitators. The theme is challenge by choice, and physical abilities are not a factor in enjoying the experience. Literature will be provided. Dress casually, bring your own sack lunch and water bottle.

Location: Meet at the Butler University Hinkle Fieldhouse, Gate 4 (call 317-940-9434). Participants must Pre-register. Cost is \$25. Advance information! Contact:

Kelly Nebel, Butler University, 317-940-9434, knebel@butler.edu

or

Matt Rota Autry, IUPUI, 317-274-0613, mrotaaut@iupui.edu

Board Executive Committee Meeting	5:00 p.m.	TBA
Board Meeting	7:00 p.m.	TBA

Friday November 17

Awards Luncheon	12:30 – 2:00	Ballroom
Adult CPR (Drop-in) Re-certification	12:30 – 3:15	TBA
Dance Gala	4:00 – 5:15	IUPUI Auxiliary Gym
All Conference Social	5:30 – 6:30	TBA

Saturday November 18

New Board Meeting	7:30 a.m.	TBA
JRFH/HFH & Region Coordinators Continental Breakfast	8:30 a.m.	TBA
CPR Re-certification	8:30–10:15 a.m.	TBA

Make New Connections

2000 Indiana AHPERD Conference Registration Form

Pre-Registration

(must be postmarked on or before Friday, November 3, 2000)

Professional Member	\$50	_____
Professional Non-member	\$90	_____
Student Member	\$10	_____
Student Non-member	\$20	_____
Awards Luncheon (Friday, November 17)	\$10	_____
2000-01 Membership Dues		
Professional	\$20	_____
Student	\$10	_____
Butler University Challenge Course Workshop (pre-conference)	\$25	_____
Spouse/Significant Other	\$25	_____
Retired Professionals	N/C	_____
Total Submitted		_____

Badge and Membership Information

PLEASE PRINT!

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

Make Checks Payable to IAHPERD

Mail registration form and fees to:

Nikki Assmann, Executive Director
 IAHPERD
 School of Physical Education
 Ball State University
 Muncie, IN 47306

On-Site Registration: (Two day only)	Professional Member	\$55	Student Member	\$15
	Professional Non-member	\$95	Student Non-member	\$30

HOTEL RESERVATIONS

Single Room \$99.00+tax/night
Double Room \$114.00+tax/night

**University Place Conference
 Center, IUPUI Campus
 1-800-627-2700**

(Deadline to receive special rates is 5:00 pm October 15)

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

Coaching Education

Quality Coaching Is Goal of National Council for Accreditation of Coaching Education

RESTON, VA, July 26, 2000 — The first ever organization for review of coaching education programs, the National Council for Accreditation of Coaching Education (NCACE), was formally established July 14-16, at the National Coaching Congress in Gulfport, Mississippi. By evaluating and rating programs that provide coaching certification or training courses, NCACE will strive to provide athletes at all levels of sport or competition, more and better coaches to enable them to grow as athletes and as individuals.

Elected to the Board of Directors for a two-year term were President Patricia Sullivan, National Association for Girls and Women in Sport (NAGWS); President-Elect Drew Zwald, Georgia Southern University; Members-At-Large: Dennis Phillips, University of Southern Mississippi; Jim Perry, National Association for Sport and Physical Education; Clark Powers, University of Notre Dame; Val Wayda, Ball State University; Segment Representatives: John Ouellette, American Youth Soccer Organization; Annette Lynch, Special Olympics; Mike Clark, Youth Sport Institute, and Mel Olsen, Brigham Young University.

NCACE is accepting memberships to the organization from all sport and coaching organizations that have or support coaching education programs or components, and advocate certification of coaches at all levels of sport. In addition, NCACE is recruiting organizations who train coaches to join the NCACE Registry as a declaration of support for quality coaching education programs and intent to seek program review approval. The first reader training programs will be held this fall with the first reviews of coaching education programs scheduled for early 2001.

Facilitated by the National Association for Sport and Physical Education (NASPE) and the University of Southern Mississippi, the Congress described recent coaching education initiatives, proposed guidelines for coaching education program, and outlined the NCACE organizational structure.

"A quality, well-planned and implemented sport program, led by a trained coach, will enhance an athlete's skillful performance, physical fitness and health, establish positive attitudes, and improve life skills," said NASPE Executive Director Judith C. Young, Ph.D. "Coaching education programs must develop the critical skills and knowledge to facilitate individual and team performance in sport."

Sheila Walker, sport consultant and former Senior Director of the United States Olympic Committee, opened the Congress with a keynote address about the need for qualified coaches, the impact that coaches have on youth, and the importance of educating coaches.

NASPE has been promoting and facilitating quality sport programs, excellence in coaching, and effective coaching education programs for many years. In recent years significant

progress has been made through the development of the National Standards for Athletic Coaches (1995) that have been endorsed by over 140 sport organizations. These standards serve as the cornerstone for quality coaching and provide the basis for coaching education guidelines that also outline the administrative support, personnel and operational policies needed to provide coaching education. The National Council for Accreditation of Coaching Education (NCACE) will oversee program review for all organizations committed to becoming accredited coaching education programs.

The coaching education programs will use the National Standards for Athletic Coaches to design programs that address the following eight aspects of coaching skill and knowledge:

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

In earlier meetings, the establishment of the new accrediting body was endorsed by representatives from over 70 sport organizations gathered to provide input to the development of the NCACE. This group expressed the need for coaching education programs that was representative of all sport organizations. Among the organizations represented at the National Coaching Congress were youth sport organizations, national sport governing bodies (NGBs), colleges/universities and coaching associations, as well as single-sport and multi-sport organizations.

Contact NASPE for more information relating to coaching or coaching education, 800-2137193, ext. 417. The National Standards for Athletic Coaches may be ordered by calling 1-800321-0789. The price is \$22. Stock number is 304-10084.

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

Jump-Hoops for Heart

JUMP - HOOPS and the Indiana Physical Education Proficiencies

Indiana's Physical Education proficiencies are still in the draft stage (as of the writing of this article). However, last year the Midwest Affiliate of the American Heart Association asked the Indiana Jump-Hoops Task Force members to align the Jump and Hoops educational components with the proficiencies. Thanks go to Elise Studer-Smith, Cathy Huntsinger, Karen Hatch, and Ed Schilling for the following documents. When the finalized document is available, any necessary changes will appear in the IAHPERD Journal.

The actual proficiency that applies will depend on which Hoops For Heart format is used: Hot Shot Blitz, 3 on 3, or 5 on 5. It will also depend on the teaching style of the individual teacher as well as the skill level of the classes involved.

Grades 6-8

Proficiency Statement: # 1

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Content Standard:

Demonstrates the ability to develop, combine, and refine fundamental techniques in games and sports; demonstrates competence in increasingly complex physical activity contexts.

Sample Indicator:

Team games and sport such as basketball, volleyball, softball, and soccer.

Proficiency Statement #2:

Applies movement concepts and principles to the learning and development of motor skills.

Content Standard:

Learns and applies principles necessary for safe and skilled physical performance.

Sample Indicators:

- Identifies and applies principles of movement, conditioning, etc. that enhance understanding and performance.
- Lists long-term physiological, social and cultural benefits that result from regular participation in physical activities.

- Describes principles of training and conditioning for specific physical activities.

Proficiency Statement # 3:

Exhibits a physically active lifestyle.

Content Standard:

Participates in health-enhancing physical activity.

Sample Indicators:

- Establishes physical activity goals.
- Participates in physical activities outside of school.
- Identifies the dimensions of a healthy lifestyle.

Proficiency Statement # 4:

Achieves and maintains a health-enhancing level of physical fitness.

Content Standard:

Participate in a personal health-related fitness program.

Sample Indicators:

- Performs and maintains health-related activities on a regular basis with progression in frequency, intensity and duration to achieve goals.
- Performs activity that promotes muscular strength and endurance, flexibility, cardiovascular efficiency, and proper body composition.
- Sustains an aerobic activity that maintains target heart rate.
- Improves and/or maintains appropriate body composition.

Proficiency Statement # 5:

Demonstrates responsible, personal and social

behavior in physical activity settings.

Content Standards:

- Develops leadership and “followership” skills
- Performs safely and follows class rules of conduct and game rules

Sample Indicators:

- Performs alone or with a group/team in front of others.
- Volunteers for class leadership opportunities.
- Cooperative and challenge activities.
- Adheres to class rules and policies promoting individual and group safety.
- Adheres to proper performance standards and games or sport rules and standards to promote safety.
- Describes appropriate personal and group conduct, including ethical and unethical behavior for engaging in physical activity.

Proficiency Statement # 6:

Demonstrates understanding and respect for differences among people in physical activity setting.

Content Standards:

- Demonstrates positive attitudes toward self and others through physical activity.
- Enjoys participation with classmates regardless of the characteristics of one’s classmates (NASPE).
- Chooses playmates regardless of personal differences (NASPE).
- Resolves conflict and accepts decisions or judgements in socially accepted ways.

Sample Indicators:

- Demonstrates positive attitudes during game play.
- Demonstrates positive regard for classmates.
- Promotes inclusion regardless of background or characteristics of classmates.
- Seeks out, participates with, and shows respect for persons of like and different skill levels.
- Accepts and respects the decisions made by officials.

Proficiency Statement # 7:

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Content Standards:

- Exhibits feelings within the physical activity context.
- Engages in the challenge of new activities.
- Engages in and enjoys independent and interactive physical activity.

Sample Indicators:

- Feels and is able to identify satisfaction on days when engaging in physical activity.
- Enjoys satisfaction in aesthetic and creative aspects of performance.
- Describes ways to use the body and movement activities to communicate ideas and feelings.
- Accepts and seeks new physical activity experiences.
- Enjoys individually and in groups.

HOOPS FOR HEART

Physical Education Proficiencies

The actual proficiency that applies will depend on which Hoops For Heart format is used: Hot Shot Blitz, 3 on 3, or 5 on 5. It will also depend on the teaching style of the individual teacher as well as the skill level of the classes involved.

Grades 9-12

Proficiency Statement # 1:

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Content Standard:

Demonstrates the ability to perform and appreciate activity-specific skills.

Sample Indicators:

- Analyzes, evaluates, and integrates sport and activity specific skills for successful performances.
- Evaluates performance in physical activities through personal goal setting.
- Plays games such as racquet, field, and court sports that require advanced eyehand/foot coordination.

Proficiency Statement # 2:

Applies movement concepts and principles to the learning and development of motor skills.

Content Standards:

- Synthesizes previously learned skills into advanced game strategies.
- Analyzes, evaluates, and integrates information about complex motor activities that lead to successful physical performance.

Sample Indicators:

- Plays team games/sports such as basketball, soccer, softball, and volleyball.
- Uses opportunities to apply psychological and motivational principles in games/sports activities.
- Uses opportunities to analyze the effects of force, motion and stability on physical performance.

Proficiency Statement #3:

Exhibits a physically active lifestyle.

Proficiency Statement #4:

Achieves and maintains a health-enhancing level of physical fitness.

Content Standards:

- Maintains an optimal level of personal fitness.
- Identifies and evaluates personal physiological response to exercise.

Sample Indicators:

- Predicts the results of appropriate and inappropriate activity on the body.
- Performs health-related fitness activities on a regular basis with progression in frequency, intensity, and duration to achieve personal goals.
- Monitors body responses before, during, and after exercise by checking such factors as heart rate, perceived exertion, and recovery time.

Proficiency Statement #5:

Demonstrates responsible personal and social behavior in physical activity settings.

Content Standards:

- Demonstrates safe and appropriate use, and care of equipment and facilities.
- Understands benefits of physical education on social and emotional well being.

Sample Indicators:

- Properly setting up, using, taking down, and storing equipment.
- Follows rules for: locker rooms, gym and fields.

- Wear proper equipment to insure safety.
- Follows rules of games/sports.
- Exhibits self-control in competitive situations as a participant or a spectator.
- Identifies the relationship between physical activity, and social and emotional well being.

Proficiency Statement #6:

Proficiency Statement #7:

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Sample Indicators:

Participates in group activities and challenge educational opportunities.

JUMP ROPE FOR HEART
Physical Education Proficiencies

K-2

Proficiency Statement #1:

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Content Standard:

Demonstrates the ability to perform locomotor and non-locomotor skills.
Demonstrates the ability to manipulate objects.
Demonstrates the ability to perform basic rhythmic skills alone and with a partner.

Sample Indicators:

- Walking, running, hopping, jumping, skipping, and leaping with variation in speed, direction, force, shape, level, and in areas of general and personal space.
- Jump rope skills.
- Creative movement exploration with and without music.
- Singing games, rhythmic patterns, and simple dances.

Proficiency Statement #2:

Applies movement concepts and principles to the learning and development of motor skills.

Content Standards:

Identifies and uses a variety of relationships with objects (e.g. over/under, behind, alongside, through)
Identifies and begins to utilize the technique employed (leg flexion) to soften the landing in jumping.

Identifies dimensions/characteristics of mature locomotor, nonlocomotor, and manipulative skills.

Integrates and reinforces a variety of educational concepts through games, rhythmic, and fitness activities.

Sample Indicators:

- Walking, running, hopping, jumping, skipping and leaping in the variation in direction of movement in areas of general and personal space.
- Jumping during movement in general and personal space. Jumping in games of low organization
- Walking, running, jumping, bouncing and kicking during variety of movements.
- Creating movement sequences which include both locomotor and nonlocomotor skills.

Proficiency Statement #3:

Exhibits a physically active lifestyle.

Content Standards:

Participates in moderate to vigorous physical activity during and after school. Defines and identifies activities associated with skill and health related physical activity. Is able to distinguish high, medium and low intensity activities.

Sample Indicators:

- Establishes physical activity goals.
- Participates in physical activities outside of school.
- Identifies the dimensions of a healthy lifestyle.

Proficiency Statement #4:

Achieves and maintains a health-enhancing level of physical fitness.

Content Standard:

Achieves and values a reasonable level of health-related fitness.

Sample Indicators:

- Participates in physical movements to develop muscle strength, flexibility, cardiorespiratory endurance and muscular endurance.
- Health-related fitness assessment including body

composition.

-Identifies changes in the body during vigorous activity.

-Sustains moderate to vigorous physical activity for longer periods of time as one progresses.

-Identifies the physiological signs of moderate to vigorous activity.

Proficiency Statement #5:

Demonstrates responsible personal and social behavior in physical activity settings.

Content Standards:

Demonstrates an understanding of rules, regulations, and safety practices. Works cooperatively with other students; exhibits individual, partner, small and large group socialization skills regardless of personal differences. Follows teacher directives.

Sample Indicators:

- Practices safety and uses equipment safely.
- Low organization games requiring cooperative play.
- Chooses playmate without regard to individual differences.
- Participates independently and on task in small groups.
- Responds to teacher directives and signals.

Proficiency Statement #6:

Demonstrates understanding and respect for differences among people in physical activity settings.

Content Standards:

Demonstrates positive attitudes toward self and others through physical activity. Enjoys participation alone and with others. Chooses playmates without regard to personal differences. Resolves conflict in socially accepted ways.

Sample Indicators:

- Demonstrates positive attitudes during low organization group games emphasizing team play.
- Demonstrates positive attitude while practicing skills, activities, and games outside of school.
- Plays cooperatively in all physical activity contexts.

Proficiency Statement #7:

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Content Standards:

Exhibit feelings about participation in physical activity.

Engages in the challenge of new activities.

Engages in and enjoys independent and interactive physical activity.

Indicators:

-Enjoys participation alone and with others during diverse types of physical activity.

-Shares positive and negative feelings about participation and involvement in activity and PK.

-Accepts challenge of participation in new activities.

JUMP ROPE FOR HEART
Physical Education Proficiencies
GRADES 3-5

Proficiency Statement: #1

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Content Standards:

Demonstrates the ability to integrate locomotor, nonlocomotor, and stability movements in more complex skills.

Demonstrates the ability to manipulate objects with the skills necessary to participate in games and lead-up activities.

Demonstrates the ability to perform more complex rhythmic skills alone and with a partner.

Sample Indicators:

-Stunts requiring flexibility, strength, ability and balance.

-Jump rope skills

-Rhythmic body movements and communicating ideas and feelings with and without music.

-Fundamental movements to singing games.

Proficiency Statement: #2

Applies movement concepts and principles to the learning and development of motor skills.

Content Standards:

Identify ways that movement concepts can be used to refine movement skills. Describe essential elements of mature movement patterns. Distinguish

between compliance and noncompliance with game rules and fair play. Analyze potential risks associated with physical activities.

Sample Indicators:

-Identify and apply principles of movement and conditioning that enhance understanding and performance.

-List physiological, social and cultural benefits of physical activity.

-Describe principles of training and conditioning.

Sample Statement: #3

Exhibits a physically active lifestyle.

Content Standard:

Participates in health enhancing physical activity.

Sample Indicators:

-Establish physical activity goals.

-Participates in physical activities outside of school.

-Identifies the dimensions of a healthy lifestyle.

Proficiency Statement: #4

Achieves and maintains a health enhancing level of physical fitness.

Content Standard:

Achieves a reasonable level in all components of health-related fitness.

Sample Indicators:

-Identifies the effects of physical activity involving flexibility, muscle strength, muscular endurance, and cardiorespiratory endurance on the human body.

-Participates in vigorous fitness, exercise, games and movements.

-Understands principles of conditioning.

-Participates in physical activity on a regular basis to promote fitness.

Proficiency Statement: #5

Demonstrates responsible personal and social behavior in physical activity settings.

Content Standards:

Exhibits independence and ability to succeed in groups. Performs activities safely and follows class rules of conduct.

Sample Indicators:

- Performs along and with a group/team.
- Volunteers for leadership roles.
- Cooperative and challenge activities.
- Adheres to class and game rules promoting individual and group safety.
- Describes appropriate conduct including ethical and unethical behavior.

Proficiency Statement: #6

Demonstrates understanding and respect for differences among people in physical activity settings.

Content Standards:

Demonstrates positive attitude toward self and others through physical activity. Enjoys participation alone and with others.

Chooses playmates without regard to personal differences.

Resolves conflict in socially acceptable ways.

Sample Indicators:

- Demonstrates positive attitude during low organization group games emphasizing team play.
- Demonstrates positive attitude while practicing

- skills, activities, and games outside of school.
- Plays cooperatively in all physical activity contexts.

Proficiency Statement: #7

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and social interaction.

Content Standards:

Exhibits feelings about participation in physical activity.

Engages in the challenge of new activities.

Engages in and enjoys independent and interactive physical activity.

Sample Indicators:

- Enjoys participation alone and with others during diverse types of physical activity.
- Shares feelings about participation and involvement in activity and PK.
- Accepts the challenge of participation in new activities.
- Cooperates with others.

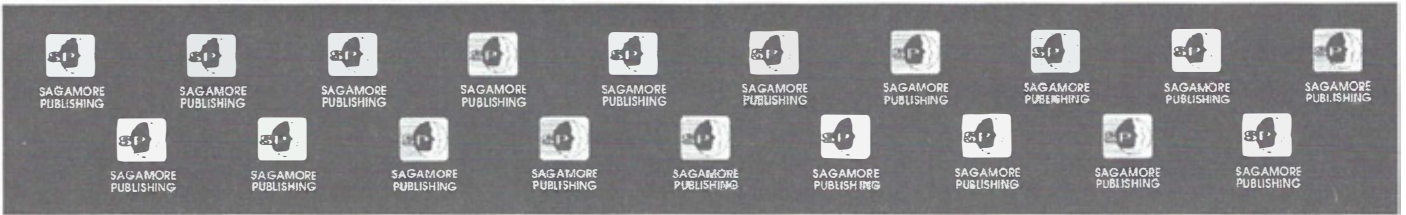
1999-2000 JRFH/HFH Incentive Awards

Recently, IAHPERD (in conjunction with JRFH and HFH) made available \$4000 in incentive awards to coordinators who successfully completed a Jump or Hoops activity during the 1999-2000 school year. This money could be used for any activity that would promote health and fitness either in the school or community setting. There were thirteen applications and nine were chosen for funding. The following individuals and schools received the grants for this year: Geena Baggett, Union Center Elementary, Amy Dombkowski, St. James Lutheran; Kerry Ferguson, Bainbridge/Roachdale Elementary; Cindy Gerber, Clay City elementary; Karen Hatch, McCulloch Middle School; Randy Kuhn, Franklin Elementary; Robin Kusiak, Montessori Children's Schoolhouse; Mary Marks,

Fairfield Elementary; and Jim Wright, Valley Grove Elementary.

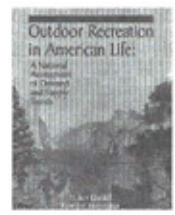
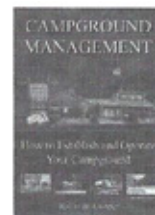
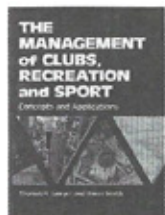
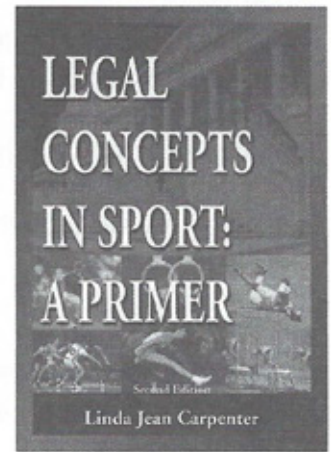
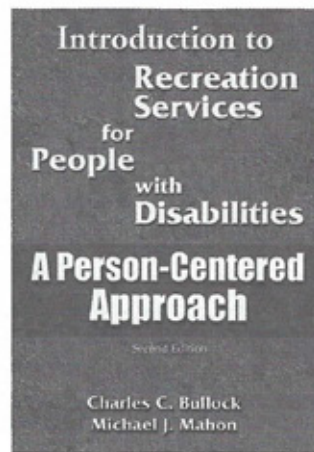
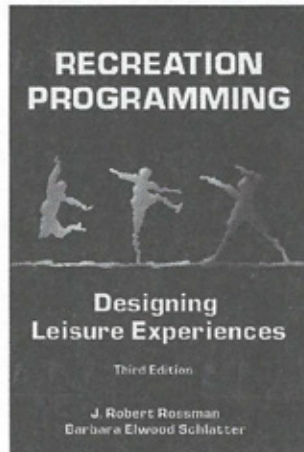
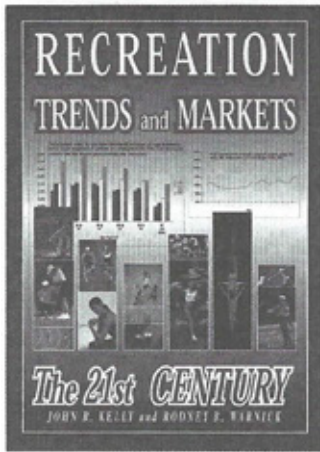
Congratulations to all who received awards. The deadline to apply each year is May 1. Applications are available starting in March through your Jump/Hoops American Heart Association representative, in the Winter issue of the IAHPERD Journal on the IAHPERD web site and from Dr. Lana Groombridge, Manchester College, Department of Health & Physical Education, North Manchester, IN 46962.

*Share your Journal
with a colleague!*



Sagamore Publishing

Fall 2000



The Leader in Leisure and Recreation Publishing



Introducing...

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

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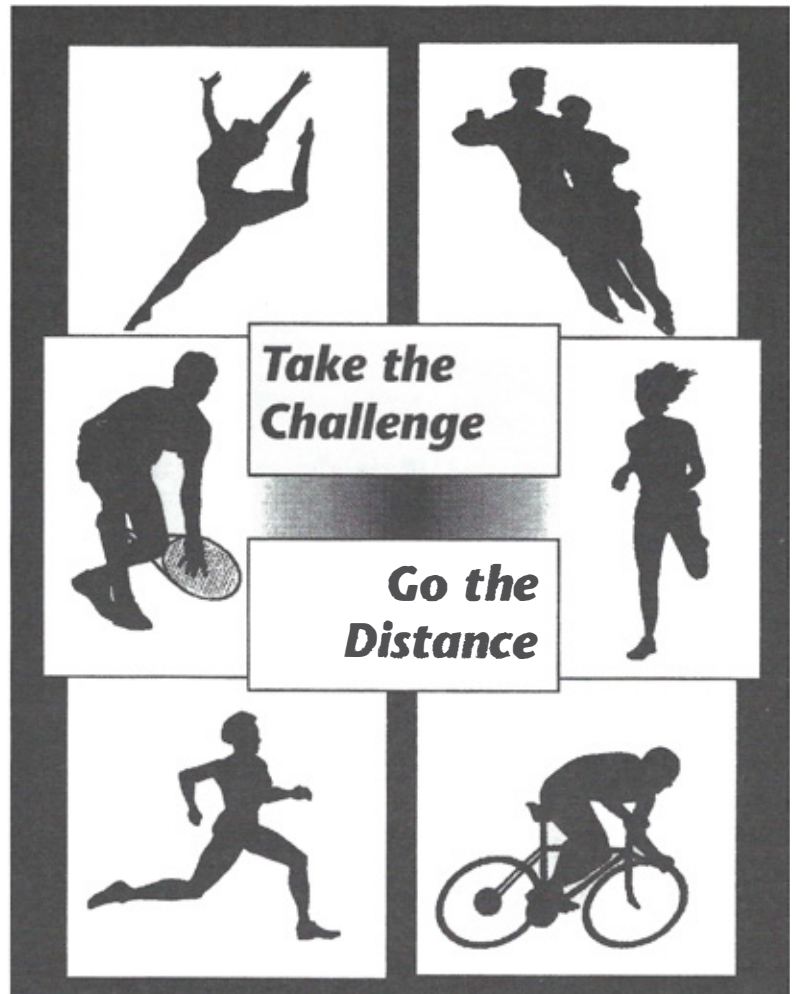
extensions 2407 or 2408
www.americanfitness.net

Mark Your Calendar Now!

The 2001 AAHPERD National Convention & Exposition will be March 27-31 in Cincinnati, OH.

Presentation proposals are being accepted now. Call 800-213-7193, ext. 401 to receive an application or visit our web site at www.aahperd.org.

Looking forward to...



See
You
There!

2001

March 27-31
Cincinnati, OH

Cincinnati combines old-world European charm with a cosmopolitan polish. Its 16 block elevated Skywalk system links hotels to specialty shops, professional sports and cultural attractions, restaurants, nightclubs, and department stores. On the banks of the Ohio River, Cincinnati welcomes visitors to enjoy its diversified landscapes, from hilltops to riverfronts.

2002

April 16-20
San Diego, CA

How do I choose? This is the question you'll ask yourself when you arrive in sunny San Diego. Balboa Park, the San Diego Zoo, Coronado, Point Loma, Mission Valley, Mission Bay, and La Jolla are all within a short drive of downtown San Diego. And the climate – well, it's just as close to perfect as you can get.

2003

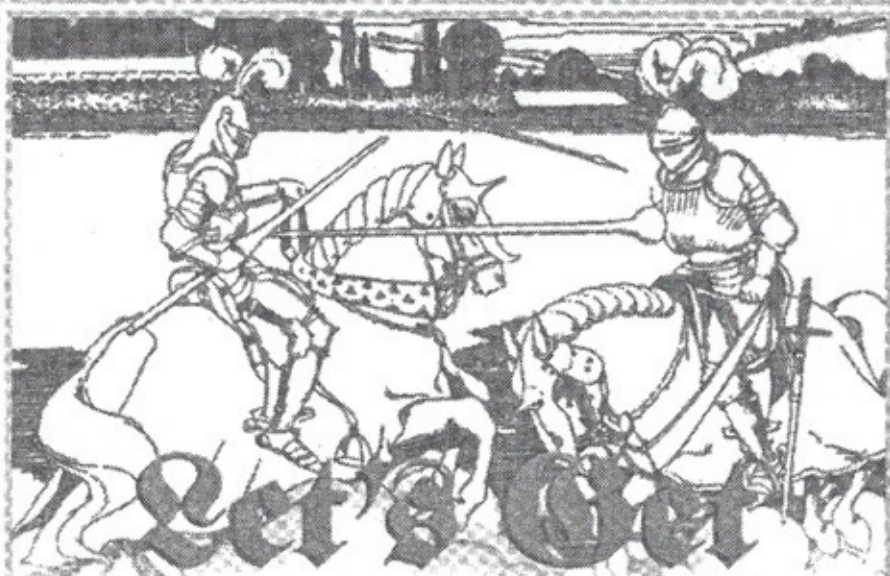
April 1-5
Philadelphia, PA

One of the oldest cities in the U.S., Philadelphia's Waterfront and Historic Park area is considered "America's most historic square mile." From history to culture, sports to shopping, museums to markets, Philadelphia is unrivaled in its diversity. Having been voted the Best Restaurant City in America by Conde Nast Traveler, the cuisine is incomparable as well.

2004

March 30-April 3
New Orleans, LA

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

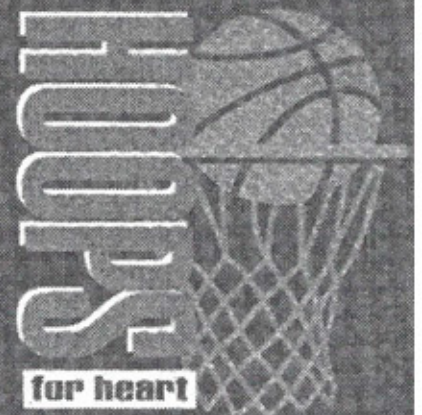
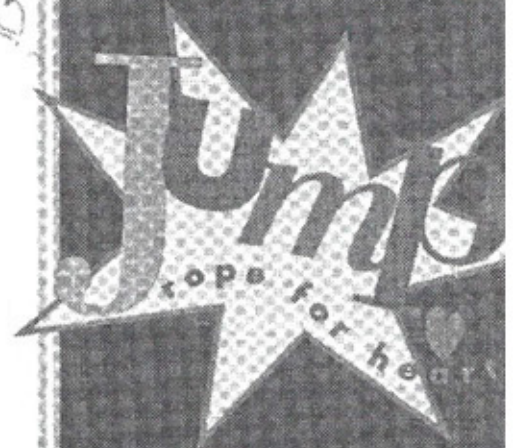


Get & Get Armored!

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

American Heart Association

Fighting Heart Disease and Stroke



INDIANA ASSOCIATION HPERD

AAHPERD



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1-800-213-7193

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

NASPE NEWS

THE NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION

A Success Story in Memphis

Memphis City Schools is delighted to share its recent success in enhancing physical education for its students. Recently, 5.44 million dollars of new tax revenue has been earmarked to hiring and training new PE specialists and purchasing equipment for each elementary school. This will increase the number of PE specialists in the district from 30 to 109! Here are the details of how the new commitment to health and fitness came about.

Memphis City Schools serves an urban population of 118,000 students in grades k-12. The student body is 86% African American, and approximately 70% of the students qualify for free or reduced lunches, an indication of reduced socioeconomic status. Of the 165 schools in the district, 104 are elementary schools.

In Spring, 1998, the Memphis City School Board asked the district's Health and PE Specialist to prepare a status report on physical education and provide recommendations. Dr. Dee Weedon presented this report and indicated that Memphis City Schools was piloting the SPARK curriculum in 6 schools with great success and that there was a need to expand the level of programming in this area.

School Board members then prepared a resolution to increase the commitment to physical education by hiring additional PE specialists in elementary schools. The Board also asked that the newly formed Comprehensive School Health Program provide input prior to the vote on passage of the resolution.

In January, 1999, the resolution came before the Board for discussion and voting. Dr. Weedon and staff of the Comprehensive School Health Program jointly presented the rationale for increasing physical activity opportunities in the district. The physical and educational benefits of

physical activity were presented. State-of-the-art physical activity benchmarks and recommendations from various national sources (NASPE, AAHPERD, CDC, and ASHA) were also stressed. Three options for implementation were delineated for the Board's consideration:

- partial implementation of the program;
- using classroom teachers to conduct PE classes, and
- a full commitment to the standards using physical activity specialists to implement the programming. The rationale for providing the various levels of intervention was to allow for consideration of realistic budgetary options.

The School Board, impressed by the value of physical activity, voted to adopt the "cadillac", top of the line option. This meant that each elementary school would have access to PE specialists and that students would participate in aerobic activity led by a trained PE specialist for at least thirty minutes weekly. The SPARK curriculum would be expanded to all 104 elementary schools systemwide in grades K-6. An additional \$5.4 million of funding would need to be allocated to the PE program. In the fall of 1999, a county tax revenue increase passed, and the Board designated the first \$5.4 million dollars to funding positions for PE specialists.

Currently, Memphis City Schools has hired 109 new PE specialists, with plans to phase in 140 more over the next 2 academic years. We are pleased to open the search nationwide for these positions. New staff will be recruited in early 2000 to fill these positions and assist with the implementation of SPARK in elementary schools. For more information, please contact Dr. Dee Weedon of Memphis City Schools by telephone @ (901)325-6646, FAX (901)325-7609. or email: weedond@memphis-schools.k12.tn.us

SPARK

Sports, Play, and Active Recreation for Kids (SPARK) Program offers a comprehensive physical activity training and curriculum to address the nation's public health needs by enhancing physical activity opportunities for youth during physical education classes and out-of-school youth programs.

What is SPARK Physical Education?

SPARK began as a 7-year National Heart, Lung, and Blood Institute research grant to develop a model elementary physical education program. The primary goal was to create, implement, and evaluate a curricula and staff development program that could be implemented in "real world" settings by both classroom teachers and physical education specialists. Due to the documented results of SPARK PE, an ambitious effort has been undertaken to offer SPARK materials and services to schools nationwide. SPARK PE is a non-profit organization dedicated to improving the quantity and quality of physical activity for children everywhere. SPARK continues to evaluate the effectiveness of curricula, staff development, and on site follow-up consultation with classroom teachers and specialists.

Why is SPARK needed?

- More than 20% of children are overweight, a percentage that has doubled in recent decades.
- Nearly 50% of young people aged 12-21—and more than 33% of high school students—do not regularly participate in vigorous physical activity.
- Sedentary adolescents have a harder time coping with stress than do their active peers.

What can be done?

The Memphis City School Board has made a commitment to impacting the health of their students by increasing the opportunities for physical activity. The SPARK curriculum is being implemented system-wide with 109 new PE specialists who will be trained to provide top quality PE in all Memphis City Schools. Schools across the country can follow Memphis' lead and make PE a priority!

For more information about SPARK call 1-800-SPARK-PE or Nicole O. Singer, Ph D., Director of Partnership Development and Media Relations, directly at 806-963-1709.

JUMP ROPE FOR HEART AND HOOPS FOR HEART COORDINATORS

Roundtable Discussion to share your ideas,
learn what is happening elsewhere in Indiana and the Midwest,
and find out how to apply for the new JRFH/HFH
Incentive Awards

Join us on Friday at 3:30 p.m.

Physical Education

Standards Overview

I. Knowledge of Students

Accomplished physical education teachers use their knowledge of students to make every student feel important. They communicate through a humane, sensitive approach that each child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.

II. Knowledge of Subject Matter

Accomplished physical education teachers have a deep and broad understanding of the content and principles of physical education, which enables them to devise sound and developmentally appropriate instructional activities.

III. Sound Teaching Practices

Accomplished physical education teachers possess a thorough comprehension of the fundamentals of physical education and a broad grasp of relevant principles and theories that give their teaching purpose and guide them as they carry out a flexible, yet effective, instructional program responsive to students' needs and developmental levels.

IV. Student Engagement in Learning

Through their own enthusiasm and their personal example, accomplished physical education teachers inspire their students to learn and to participate in and appreciate physical education.

V. High Expectations for Learners

Accomplished physical education teachers tenaciously maintain a stimulating, productive setting that encourages participation, discovery, goal-setting, and cooperation and that holds all students to the highest expectations.

VI. Learning Environment

Accomplished teachers of physical education create and sustain a welcoming, safe, and challenging environment in which students engage in and enjoy physical activity. They establish an orderly atmosphere with established protocols and expectations conducive to providing maximum learning for all students.

VII. Curricular Choices

Accomplished physical education teachers select, plan, and evaluate curriculum in a continuous process meant to assure a sensible, properly structured, positive physical

education program that meets students' needs and results in student learning.

VIII. Assessment

Accomplished physical education teachers design assessment strategies appropriate to the curriculum and to the learner. They use assessment results to provide feedback to the learner, to report student progress, and to shape instruction.

IX. Equity, Fairness, and Diversity

Accomplished physical education teachers model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat each other fairly and with dignity.

X. Reflective Practice and Professional Growth

Accomplished physical education teachers participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.

XI. Promoting an Active Lifestyle

Accomplished physical education teachers recognize the multiple benefits of a physically active lifestyle and promote purposeful daily activities for all students that will encourage them to become lifelong adherents of physical activity.

XII. Collaboration with Colleagues

Accomplished physical education teachers do not work in isolation but function as members of a large learning community. Recognizing that their responsibilities extend beyond their own classrooms, they contribute purposefully to enhancing instructional programs and improving the professional culture of their field.

XIII. Family and Community Partnerships

Accomplished physical education teachers create advocates for physical education by providing opportunities for family involvement and the involvement of the broader community in the physical education program.

Visit us at www.nbpts.org for information about incentives and rewards for National board Certified Teachers. To order detailed standards or other professional development products, please call **1-800-532-1813**.

ANNOUNCEMENT

Sportime International's Web Site Offers Video Product Demonstrations, Industry-Related News And More

July 5, 2000 – Sportime International's web site is "on the grow," with its newly added, video product demonstrations that can be viewed right on the site. Users just click, look and listen.

The videos fully demonstrate how children use Sportime's innovative products in a physical education environment. Each video is in full color and runs approximately two to two-and-a-half minutes long. The Company plans, in the near future, to add more video product demonstrations to the web site.

"We are proud to be the first in our industry to have video product demonstrations on a web site," said Randy Olmstead, vice president, marketing. "Giving our customers product information in this state-of-the-art format will help them make a more well-informed buying decision."

Industry related news and product information are also constantly being added to the web site. The site contains information on pertinent industry news, such as the status of the PEP Bill (Physical Education for Progress Act), and other valuable information physical educators use every day, like

field court specifications, activity guides and much more. The Company expects the site to be fully operational with e-commerce in six to eight months.

For more information the Sportime web site go to www.sportime.com. The Sportime catalog is mailed out three times a year (March, August and December) to current customers and prospects. Call 1-800-444-5700 for a FREE copy of the catalog.

Located in Atlanta, Ga, Sportime is the world's most innovative catalog retailer in the physical education market. With over 340 pages, the Sportime catalog features products for kindergarten through adult program levels. Visit Sportime's web site at www.sportime.com.

Sportime is also the publisher of Abilitations, the industry's leading catalog of rehabilitation equipment for the development and restoration of physical and mental ability through movement.

Sportime is a subsidiary of School Specialty, Inc., the largest supplier of non-textbook educational products in the United States.

ANNOUNCEMENT

Sport For All Program Gives Kids the Tools to Enjoy Sports

CHAMPAIGN, IL—Sport For All, a collaborative effort of The National Association for Sport and Physical Education (NASPE), Sportime, and Human Kinetics, is a new program that facilitates increased physical activity and sport readiness among pre-school, elementary and middle school students. Designed to provide practice of sport-related skills for young children in developmentally appropriate ways, Sport For All provides positive experiences that help children develop lifelong patterns of health-enhancing physical activity.

Children do not automatically develop the motor and physical skills they need to successfully participate in physical activities. Basic motor skills such as running, jumping, throwing, and catching are all play skills that prepare children for sport, but children must have the opportunity to practice them. Improved motor skills increase the opportunity to enjoy sport and physical activities in school for years to come. Sport For All is the vital ingredient that provides these essential play skills to children.

Based on a highly successful physical activity program for children created by the Youth Sport Trust in the United Kingdom and NASPE's Youth in Action pilot program, Sport For All is already a proven program. Unlike other programs, Sport For All is a "turnkey" program that requires little preparation time for day-to-day implementation, and provides everything needed,

from activities and instructional tips to child-friendly equipment and leadership training.

Sport For All includes five distinct program modules for educators that are organized as a series, and Sport For All offers comprehensive training workshops for program leaders. Each module's kit includes an easy-to-use full-color, illustrated activity cards, instructional information, and a bag of colorful, child-friendly equipment (from Sportime). These activities and materials are designed to provide maximum participation by each child and have been developed, tested, and packaged in accord with NASPE guidelines for quality programs.

The five program modules, which include integrated health-related fitness activities, are as follows:

-SportFun focuses on developing basic movement skills for 3-5-year-olds.

-SportPlay uses group games to develop skills for 5-7-year-olds.

-SportSkill Basic further develops sport-related skills in 8-10-year-olds.

-SportSkill Intermediate focuses on developing sport-specific skills for sport participation

-SportSkill Advanced addresses higher sport-specific skill refinement for 11- to 14-year-olds.

The first Sport For All materials will be available in late 2000.



Do you need extra \$ for development of a special program?



Apply for an IAHPERD grant

For more information contact:

Dr. Lana Groombridge
Manchester College
604 E. College Avenue, Box PERC
North Manchester, IN 46962
Ph: (219) 982-5353 Fax: (219) 982-5032
llgroombridge@manchester.edu

OR

Visit IAHPERD's website
www.bsui.edu/indianaAHPERD

AAALF
AMERICAN ASSOCIATION FOR ACTIVE FESTIVALS AND FITNESS

Planning is Everything

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In these days of expanding programs, decreasing budgets, and increased legal liability, planners of physical activity, recreation and sport facilities must keep up with the latest trends and innovations in the field of facilities planning. **Facilities Planning for Physical Activity, and Sport**, new from AAALF, is a comprehensive guide to this critical subject.

Some of the many topics include:

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- Financing
- Handicap accessibility
- Indoor surfaces
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- Indoor and outdoor courts
- Aquatics areas
- Track and field
- Design trends
- and many more!

Facilities Planning for Physical Activity and Sport is written by experts and provides the most current information. If a new facility is in your plans, plan ahead and reserve your copy today!

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ANNOUNCEMENT

President Clinton Call For Support of Physical Education

President Clinton is releasing a Presidential memo today calling on the Secretaries of Health & Human Services and Education to develop new strategies to promote physical education. This exciting subject is also scheduled to be the focus of his radio address tomorrow morning.

PRESIDENT CLINTON VISITS OLYMPIC TRAINING CENTER TO SUPPORT THE U.S. TEAM AND ANNOUNCES NEW STEPS TO IMPROVE PHYSICAL FITNESS AND EXPAND OPPORTUNITIES FOR ALL AMERICANS

June 23, 2000

Today the President will tour one of America's leading athletic training facilities and offer encouragement to our Olympic hopefuls as they train for the upcoming 2000 Olympic Games in Sydney, Australia. While visiting the U.S. Olympic Training Center in Chula Vista, California he will thank the athletes and encourage them as they compete to represent the United States. The President will also announce three new steps to open the doors of opportunity so all Americans can strive to achieve their full potential.

First, on this anniversary of Title IX, President Clinton will issue an Executive Order to prohibit discrimination in federally conducted education and training programs. Second, he will direct the Secretaries of Education and Health and Human Services to work with the US Olympic Committee and other public and private organizations to encourage more young people to become and remain physically active. Finally, the President will urge the Congress to work with his Administration to establish a privately-funded foundation to further the mission of the President's Council on Physical Fitness and Sports. In the spirit of the games on this "Olympic Day", the President will stress the need to provide all Americans the equal opportunity to pursue their dreams and further opportunity for our next generation.

SALUTING AMERICAN ATHLETES ON "OLYMPIC DAY". Today marks the 106th anniversary of "Olympic Day" - the founding of the Modern Olympic Games. During his tour of the Olympic Training Center, the President will meet with athletes training for the 2000 Olympic Games, to be held in Sydney, Australia later this year. Approximately 600 top athletes will represent the United States, constituting the largest visiting delegation to attend the Sydney Games. Roughly half of the U.S. Team has been selected, and throughout the summer athletes from across the country will compete in the remaining qualifying trials in the hopes of representing their country in September. The ARCO Olympic Training Center in Chula Vista, California is one of three U.S. Olympic Training Centers. The two other centers are located in Colorado Springs, Colorado and Lake Placid, New York.

ENSURING EQUAL OPPORTUNITY FOR ALL. On the

anniversary of Title IX, the President will release an Executive Order prohibiting discrimination on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, and status as a parent in educational or training programs offered by the federal government. This Executive Order will ensure that the federal government holds itself to the same principles of nondiscrimination in educational opportunities that it applies to the education programs and activities of state and local governments, and to private institutions receiving federal financial assistance. The President called for this initiative on June 17, 1997, in a speech commemorating the 25th Anniversary of Title IX of the Education Amendments of 1972.

PROMOTING PHYSICAL ACTIVITY. President Clinton will also issue an Executive Memorandum directing the Secretaries of Education and Health and Human Services to work with the U.S. Olympic Committee and other public and private sector organizations to identify additional strategies to promote physical education, activity, and fitness among America's youth. The percentage of high school students enrolled in daily physical education classes has declined more than thirty percent - from 42 percent to 29 percent - between 1991 and 1999, and 14 percent of young people 12 to 21 years of age report no recent physical activity at all. Low physical activity, among children as well as adults represents one of the leading health risk factors facing the U.S. population, contributing to conditions such as cardiovascular disease, high blood pressure, colon cancer and diabetes. The Executive Memorandum asks the Secretaries to report back in 90 days with new strategies to promote: broadening of physical education in our schools, and expanding after-school programs that offer physical activities and sports in addition to enhanced academic and cultural activities; participation by private sector partners; and increased coordination of existing public and private resources. These strategies will help communities around the nation follow the new Dietary Guideline recommending that adults and children get at least thirty minutes of daily physical activity. The President recently announced these guidelines in conjunction with the National Nutrition Summit.

PROMOTING PRIVATE-SECTOR INVOLVEMENT IN INCREASING PHYSICAL ACTIVITY. The President will also offer the Administration's support for working with Congress to establish a not-for-profit foundation that would leverage additional private sector energy, creativity, and resources to further the mission of the President's Council on Physical Fitness and Sports (PCPFS), with a special emphasis on physical activity among youth. Modeled after successful congressionally-authorized private foundations that support the goals of the National Institutes of Health and the Centers for Disease Control, this privately-funded foundation is intended to complement the existing President's Council.



Become a member
of AAHPERD
today!

Enjoy AAHPERD
benefits.

Complete the
membership
application and
mail it TODAY!

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

The Six Associations of AAHPERD

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

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

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

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

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

National Dance Association: Promotes policies affecting dance education.

Membership Benefits Include: Outstanding Periodicals.

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

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

Conventions and Conferences

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

Many Other Benefits and Services Available

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

Yes, I want to
join AAHPERD!



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Health, Physical Education,
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Membership Application Form

Name (Mr.) (Ms.) (Dr.) _____

Mailing Address _____

City _____

State _____ Zip _____

Phone H () _____ W () _____

Fax () _____

http:// _____ E-mail _____

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

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

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

Also Available: Joint ICHPER.SD/AAHPERD Membership
Institution/Organization Membership
Associate Membership
Quarterly Payment Offer

Call 1-800-213-7193 or write to AAHPERD for a membership form.

I wish to receive the following periodicals:

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

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

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

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

Verification of Student Status REQUIRED

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

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

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

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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 205 18; Congressman's Name, U.S. House of Representatives, Washington, D.C. 205 18

- 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



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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 UrteI, Nominating Committee Chair, at murteI1@iupui.edu. For additional information, go to the IAHPERD website at www.Indiana-ahperd.org, click on About, Constitution, Operating Codes, and scroll down to the leadership position of interest.

INDIANA AHPERD APPLICATION FOR MEMBERSHIP

(Please Print/Type)

Last Name _____ First _____ M.I. _____

Address _____
Street

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

_____ *County*

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

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

New Renewal

Make check payable to: Indiana AHPERD.

Send to: Dr. Nikki Assmann, School of Physical Education, Ball State University, Muncie, IN 47306

MEMBERSHIP EXPIRES 1 YEAR FROM DATE
DUES PAYMENT IS RECEIVED.

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

Dr. Nikki Assmann
School of Physical Education
Ball State University
Muncie, IN 47306

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

Nikki Assmann
Executive Director, IAHPERD
School of Physical Education
Ball State University
Muncie, IN 47306

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