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Indiana Association
for Health, Physical
Education, Recreation
and Dance

*Making
Choices*



*That
Count*

Affiliated with American Alliance for HPERD

JOURNAL

A H P E R D

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 30, Number 2

Spring/Summer 2001

Indiana Association for
Health, Physical Education, Recreation and Dance

Indiana AHPERD 2000-2001

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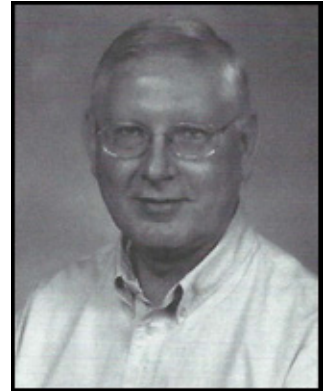
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Message from the President

Making Choices That Count

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This year is moving along rather quickly - I trust you are all keeping up with the tasks before you. As we continue our theme of "Making Choices That Count" I trust you will be enjoying life to the fullest. I would like to challenge each of you with the following choices:

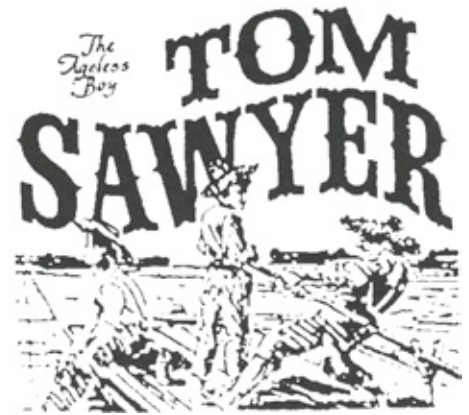
- 1) If you are not a member of IAHPERD, that you will choose to join today;
- 2) If you are a member, please encourage someone else to join IAHPERD;
- 3) As a member, I trust you will become an active member;
- 4) May you choose to become involved in IAHPERD by attending the convention and perhaps making a presentation;
- 5) You may want to become a member of one of the working IAHPERD councils. Let one of our board members know and we will use your expertise and professional interest;
- 6) Consider making an application to the PEP bill, a mini grant, or other professional growth items. Perhaps attend one of our regional workshops;
- 7) May you choose to do a good deed for someone today;
- 8) Perhaps make a contribution of some type to your favorite organization this month;
- 9) Please choose to schedule some time this summer in order to refresh, replenish, revitalize, and rejuvenate yourself (vacation);
- 10) May you choose to look at the bright side of life and make the most of the opportunities before you;
- 11) Please choose to dream and be realistic at the same time;
- 12) Encourage all those around you to choose development in scholarship, leadership, and character;
- 13) Choose to read some good books this summer;
- 14) Be wise in your choice of friends, freedoms, directions, love, fitness, and overall goals.

In summary, we have been given a sacred trust to "Make Choices That Count". Let's have a great year as we choose to work together in making IAHPERD the best association we can. Let me know if I can be of assistance to you in any manner.

Mike Fratzke, President

NOTIONS From YOUR EDITOR...

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Law Review Teacher-Student Sexual Harassment

Gebser and McCullough v. Lago Vista Independent School District
Supreme Court of the United States
524 U.S. 274; 118 S.Ct. 1989; 141 L.Ed. 2d 277
June 22, 1998

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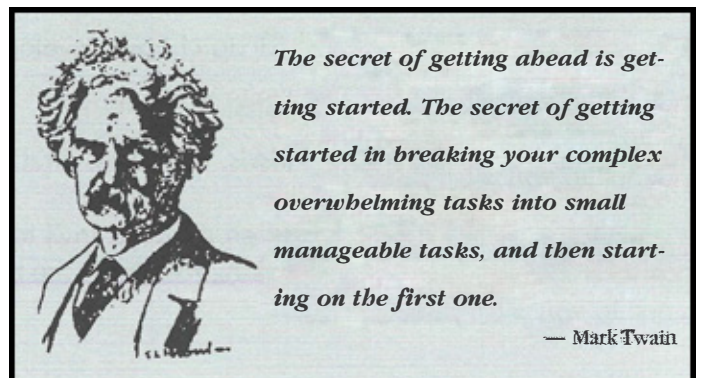
In the spring of 1991, when petitioner Alida Star Gebser was an eighth-grade student at a middle school in the federally funded Lago Vista Independent School District (hereafter "Lago Vista"), she joined a high school book-discussion group led by Frank Waldrop, a teacher at Lago Vista's high school. During the book-discussion sessions, Waldrop often made sexually suggestive comments to the students.

Gebser entered high school in the fall of 1991 and was assigned to classes taught by Waldrop in both semesters. Waldrop continued to make inappropriate remarks to the students during classes, and he began to direct more of his suggestive comments toward Gebser, including during the substantial amount of time that the two were alone in his classroom. According to court records, "Waldrop initiated sexual contact with Gebser in the spring [of 1992], when, while visiting her home ostensibly to give her a book, he kissed and fondled her." The two had sexual intercourse on a number of occasions during the remainder of the school year. Their relationship continued through the summer and into the following school year, and they often had intercourse while classes were in session, although never on school property.

Gebser did not report the relationship to school officials, testifying that while she realized Waldrop's conduct was improper, she was uncertain how to react and she wanted to continue having him as a teacher. In October 1992, the parents of two other stu-

dents complained to the high school principal about Waldrop's comments in class. The principal arranged a meeting at which, according to the principal, Waldrop indicated that he did not believe he had made offensive remarks but apologized to the parents. Further, the principal advised Waldrop to be careful about his classroom comments. The court records indicate that the "principal told the school guidance counselor about the meeting, but did not report the parents' complaint to Lago Vista's superintendent, who was the district's Title IX coordinator."

In January 1993, a police officer discovered Waldrop and Gebser engaging in sexual intercourse and arrested Waldrop. Lago Vista terminated his employment and the Texas Education Agency revoked his teaching license. During this time, Lago Vista had not promulgated an official grievance procedure for



lodging sexual-harassment complaints, nor had it issued a formal anti-harassment policy.

Complaint

The plaintiffs (Gebser and McCullough, a fellow student) filed suit claiming, among other things, damages against Lago Vista under Title IX of the Education Amendments of 1972, which provides in part that a person cannot “be subjected to discrimination under any education program or activity receiving federal financial assistance.”

Lower-Court Decisions

The Federal District Court granted Lago Vista summary judgment. The fifth Circuit Court affirmed this decision upon appeal, “holding that school districts are not liable under Title IX for teacher-student sexual harassment unless an employee with supervisory power (the principal) over the offending employee (Mr. Waldrop) actually knew of the abuse, had the power to end it, and failed to do so”; the court ruled “that the petitioners could not satisfy that standard.”

Findings

Upon further appeal, the U.S. Supreme Court also concluded that “school districts are not liable in tort for teacher-student sexual harassment under Title IX unless an employee who has been invested by the school board with supervisory power over the offending employee actually knew of the abuse, had the power to end the abuse, and failed to do so.” The issue in this case is whether the independent misconduct of a teacher is attributable to the school district that employs him under a specific federal statute designed primarily to prevent recipients of federal financial assistance from using the funds in a discriminatory manner. The Court stated that “it would not hold a school district liable in damages under Title IX for a teacher’s sexual harassment of a student absent actual notice” (i.e., notice provided to an appropriate person describing a situation, violation, or set of circumstances leading to an alleged violation that needs that person’s attention) “and deliberate indifference.”

Previously, these same justices had established that a school district can be held liable for damages in cases involving a teacher’s sexual harassment of a student, but they had not defined the contours of such liability. In addressing that issue, the Court now said that “Title IX contains important clues that Congress did not intend to allow recovery in damages where liability rests solely on principles of vicarious liability” (i.e., being responsible for the actions of one’s employees while they perform their assigned duties) “or constructive notice” (i.e., a set of facts that would

be known by the party if the party were knowledgeable about the specific situation or set of circumstances). Title IX’s express means of enforcement (by administrative agencies) operates on an assumption of actual notice to officials of the funding recipient. An agency may not initiate enforcement proceedings until it “has advised the appropriate person or persons of the failure to comply with the requirement and has determined that compliance cannot be secured by voluntary means.” The Court determined that “the district may have constructively known of the teacher’s harassment but it did not have actual knowledge of the teacher’s conduct. Nor did the district have an opportunity to take action to end the harassment or to limit further harassment.”

Verdict

In a five-to-four decision, the Supreme Court affirmed the appellate court’s verdict, concluding that “damages may not be recovered in those circumstances unless an official of the school district who at a minimum has authority to institute corrective measures on the district’s behalf has actual notice of, and is deliberately indifferent to, the teacher’s misconduct.”

Definition of Terms

Appropriate Person—An appropriate person under Title IX is, at minimum, an official of the district or school with authority to take corrective action to end the discrimination.

Sexual Harassment—Sexual harassment includes unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. In a school setting, harassment occurs when submission to such conduct is made (either explicitly or implicitly) a condition for earning a favorable grade, securing a place on a school team, or receiving some other type of favorable treatment from an administrator, coach, staff member, or teacher.

Title IX—Title IX of the Education Amendments of 1972 provides in part that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Federal agencies that distribute education funding are directed to establish requirements to effectuate the nondiscrimination mandate and are permitted to enforce requirements through any means authorized by law, including the termination of federal funding.

Risk-Management Tips

The Department of Education’s regulations under

Title IX have long required educational institutions to adopt and publish grievance procedures for sexual harassment. Even though the majority of the Court concluded in this case that an institution's lack of a grievance procedure did not itself constitute discrimination under Title IX, the dissent likened this to putting the school district's purse above the protection of immature high school students who might fall prey to harassment from teachers. They went on to say that "it is logical to assume that students, because they typically are younger and more vulnerable, deserve stronger legal protection from harassment than do adult employees." The dissent also suggested that "one might logically assume that students have a greater need for grievance procedures to report sexual harassment problems than adult employees," given adults' greater capacity to stand up for themselves.

In any event, the ruling does not affect whether a teacher can be criminally prosecuted or whether a student can attempt to recover money under state law or broad civil rights statutes. Students in public institutions may also file suit under Section 1983 of the Reconstruction Civil Rights Act.

- Educational institutions that have written policies and procedures in place regarding teacher-student sexual harassment should scrutinize their programs to prevent and correct such harassment and to ensure that their procedures are consistent with the Supreme Court's standards. Policies and procedures should be periodically reviewed to ensure compliance.
- For those institutions that do not have written policies and procedures, policy statements condemning sexual harassment should be adopted and widely disseminated. Input from all sources—administrators, parents, staff, students, and teachers—should be sought in developing policies and procedures.
- These policies should include steps to be followed in order to provide actual notice to the appropriate authorities and actions to be taken by the school district after the incident has been reported. Schools should make sure that all students and employees know how and to whom to report sexual-harassment incidents.
- An "appropriate person" should be designated at each school. In many instances, the most logical

person to assume this role will be the principal. Principals are on-site and thus will probably be familiar with the situation; they are also in a position of authority to remedy the conduct.

- If a sexual-harassment allegation is brought, the involved parties should be encouraged to meet with a mediator prior to filing a formal complaint. This mediator should be someone from outside the school district who is well-versed in sexual harassment issues and who is qualified to hear disputes.
- Complaint procedures should be available, prompt, and effective, and should include a mechanism to ensure that the victim is not forced to file the complaint directly with the harasser, who in most instances in a school setting is a teacher or coach. Several persons in the school—principal, assistant or associate principals— should handle the initial complaints.
- Administrators, staff, and teachers must be trained in sexual-harassment issues. Mandatory meetings should be held in which written policies and procedures are disseminated and discussed. Administrators, staff, and teachers should be required to attend the meetings, and students and their parents should be strongly encouraged to attend. A written attendance record should be kept and, if possible, a videotape of the session should be made. This will ensure an accurate record of not only who attended the meeting but also what was discussed. This information may be valuable if a complaint is filed.
- Organizations should not overreact by denying the alleged harassers due process, including the right to explain and defend their actions. Due-process procedures should be in writing and must be clear and fair. However, if the harasser is found to be guilty, the punishment should be swift and include termination and revocation of the harasser's teaching license.
- School districts should make it clear that any supervisor who has received an actual notice of a sexual harassment incident and fails to investigate the claim immediately may face punitive action from the district's administration for this indifferent behavior.

Share Your Journal With A Young Professional

State of the Profession



WHAT'S NEW IN ADMINISTRATION

by

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A new book on administrating health, kinesiology, and leisure studies departments or schools was available at the American Alliance for Health, Physical Education, Recreation and Dance convention in late March. The book, entitled *Administrative Leadership in Health, Kinesiology and Leisure Studies*, was published by Kendall Hunt and was available for sale at the AAHPERD Bookstore during the convention.

The book, a compilation of chapters written by 30 prominent administrators in our fields, covers all the essentials of management and leadership. Major parts of the book include: *Understanding the Academy*, *Theories and Realities of Managing and Leading*, *Building a Financial Base* and *Partnerships with Outside Agencies*.

In the section *Understanding the Academy*, the authors share their knowledge of the politics of campus, the legislature and how the roles of Deans and Department Chairpersons are changing. The final chapter in that section deals with the art of surviving in higher education which is a "must read" by all "would be" administrators.

In the *Theories and Realities* section personnel issues permeate the entire area. Dealing with difficult people, leading people, and communicating with people are just a few of the topics.

Building a Financial Base talks about government and private monies, budgeting, and fundraising. And *Partnerships with Outside Agencies* discusses a variety of affiliations which have resulted in additional funding for the HKLS units.

Throughout the book and in the final chapter are helpful tips for administrators. The tips come directly from the authors, however some are from famous celebrities. One of this author's favorite tips was provided by Steve Smidley from Indiana State. It comes from Julie Child.

To be a successful manager "Learn to handle hot things, keep your knives sharp, and above all have fun."

If you were unable to get a copy at the convention call Jan Seaman, Executive Director of AAALF at AAHPERD headquarters for information 1-800-213-7193.

NEED ADDITIONAL FUNDS?

Proposals are welcome for:

- IAHPERD Mini-Grants for program development or research
- Jump Rope for Heart/Hoops for Heart Incentive Awards

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Reviewed Article

Evaluating the Safety of Your Physical Education Program

by

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In our increasingly litigious society, liability and risk management has become an even greater concern in the field of physical education. The best way for physical education professionals to limit their exposure to professional and personal liability is the prevention of accidents and preparation for worst case scenarios. A combination of professional preparation, emergency action plans, and safety evaluations, can assist the physical education instructor in lessening the possibility of emergencies, and enables them to better deal with emergencies should they arise.

Professional Preparation

Regardless of the grade level they teach, physical education instructors should be currently certified in CPR and first aid from a nationally recognized training agency. Elementary physical education instructors should be certified, at minimum, in child CPR as adult CPR skills cannot be performed on children. Secondary physical education instructors should hold adult CPR certification due to the size and age of their students. Preferably, all teachers will hold community CPR certification that encompasses adult, infant and child skills. Certification issued by the American Red Cross is current for one year from date of issue; American Heart Association certificates are valid for two years. Instructors should be cognizant of the expiration date of their certification and make every effort keep their skills current.

One of the primary skill sets that physical education instructors should possess is emergency preparedness. Teachers should be fully trained in what

procedures to follow in the event of an injury to or the illness of a student, or in the event of natural disaster. Preparation in this area should include knowledge of emergency evacuation routes, location of first aid kits and fire extinguishers, and emergency contact numbers for police, fire, and EMS services. These emergency procedures should be practiced regularly to ensure the teachers' ability to use these skills and familiarize students with procedures.

Facility Inspection

Physical education instructors should regularly carry out systematic inspections of their activity spaces and equipment. Teachers should create a checklist that is filled out each time the facility is inspected, and filed at its completion. Initial inspections establish a baseline safety factor for the teacher to identify problems and correct them. Subsequent investigations determine if safety standards are improving.

Environmental aspects of the inspection should include an investigation of lighting, air circulation and quality structural integrity of ceilings walls and floors. A light meter is needed to assess adequacy of lighting; a minimum of 30 foot candles is required in activity spaces. Floors must be level and free of obstruction. Panels in drop ceilings should be removed during inspections, to allow access to rafters and ceilings. Ceiling supports should be free of rust and deterioration. A compromise in structural integrity should result in an immediate closure of the facility.

The security portion of the inspection should focus

on windows and doors. Locks should be evaluated to ensure that they are functional and locked at the appropriate time. Doors should be evaluated to determine if hinges are secure and that windows employed in doors are made of shatterproof glass or Plexiglas. Wooden doors should be free of damage or rot, and metal doors should not have rust or holes. Windows should lock from inside the building and should be strong enough to prevent easy access.

The safety aspect of the facility evaluation should begin with an assessment of emergency equipment. The first aid kit should be inventoried to ensure it is fully stocked and readily accessible. Fire extinguishers should be evaluated to ensure that they are retaining their charge. The activity areas should be surveyed to ensure that posts, rafters or other obstructions are not protruding into instructional spaces. If so, they should be removed. If removal is not possible they should be marked and padded.

Equipment evaluation should determine if the item is still safe for its intended purpose. Appropriate safety items such as mats must be available for the item to be functional. Conditions that would affect an object's safety while in use, such as inflation pressures, sharp edges, and stability, must be evaluated. Pieces of equipment found to be unsafe for student use must be marked and placed out of service until repaired. If the equipment cannot be repaired it should be discarded as soon as possible. Discarded equipment should be permanently disabled so that an unsuspecting party does not remove it from disposal and place it back into service.

Emergency Action Plans and Drills

Every educational facility should have an emergency action plan (EAP) designed to provide direction in the event of an emergency. This plan is facility specific and encompasses such eventualities as student injury, fire, blackout or student violence. The plan

should outline routes of evacuation, entrances for emergency vehicles, location of emergency equipment and expected teacher response. All aspects of emergency response should be covered in the plan.

Physical education emergency procedures should be integrated into the total facility emergency action plan. A walk through of the emergency action plans will assist in determining its feasibility. After a walk through of the plan a fullscale practice should be conducted in much the same manner that fire drills are conducted. A full emergency action drill should be conducted once each semester to refresh the staffs' familiarity with the plan.

Emergency action plans should be posted in the physical education spaces so they are accessible in the event of an emergency. A copy of the EAP should also be on file with the school district safety officer and the building principal. Emergency phone numbers and an emergency phone script should also be posted adjacent to the phone in the physical education area. Numbers on the emergency phone list may include police, fire, emergency medical services, rescue services, and utility companies. The emergency phone script should detail exactly what information to relay to emergency medical services, such as number and status of victims, locations of victims and to request EMS estimated time of arrival.

Conclusion

Emergency preparation is essential if injury to students and resultant law suits are to be avoided. Ensuring safety procedures are established and properly adhered to requires a commitment of time and energy from the physical education staff. Safety of the students must be the primary concern of all physical education programs. The investment of time and money in this initiative provides a better program for everyone.

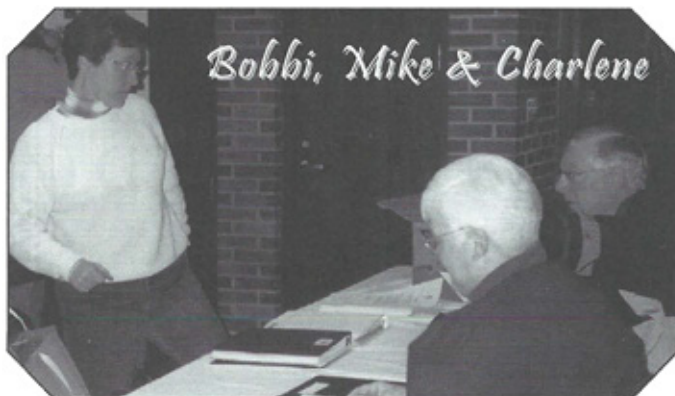
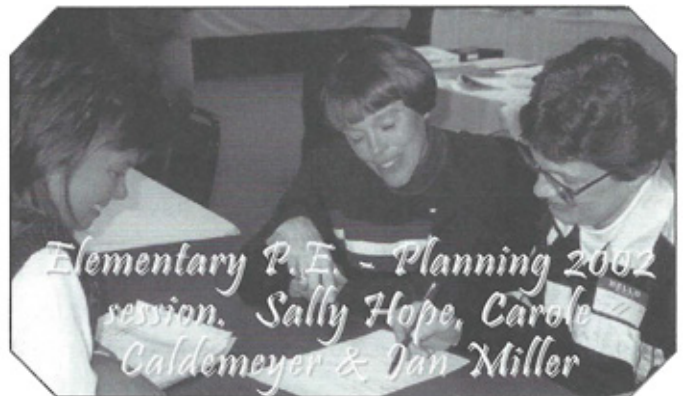
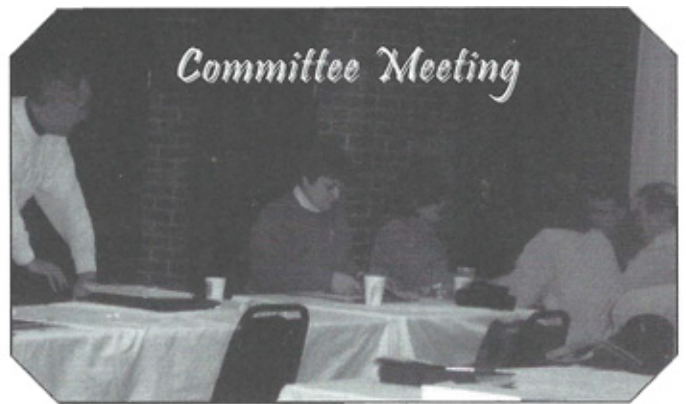
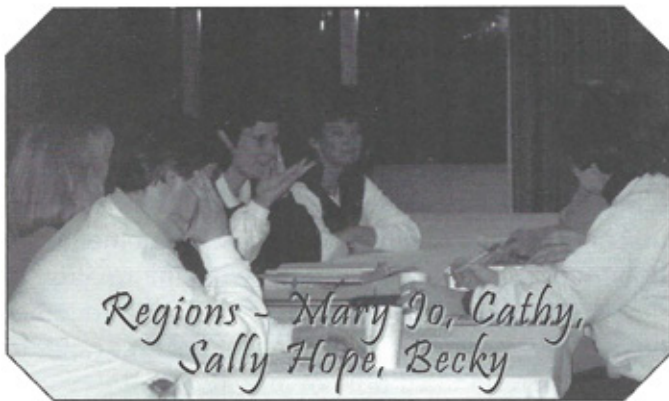
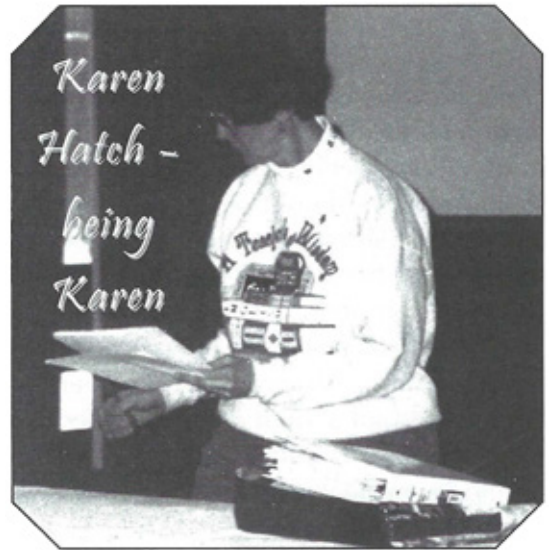
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Students — Graduate Students

Teachers At All Levels

2001 Indiana AHPERD Leadership Workshop - Turkey Run Pictorial Review



Reviewed Article

Status of Crisis Management Planning in Indiana Public Schools

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In 1999, the Indiana State Board of Education adopted a rule requiring each school corporation to designate an individual as a school safety specialist and to develop a safety plan for each school building. This individual is responsible for developing and coordinating a comprehensive program for public safety within the corporation's academic facilities. Although recent media attention has made the public very aware of instances of school violence and created an appearance of a generally dangerous environment in our public schools, little attention has been given to other equally dangerous, albeit less dramatic, crises that may confront those same schools.

Much of the school safety literature has focused on violence (White and Beal, 2000; Crews and Counts, 1997; Wood and Hoffman, 2000), but little has been published addressing the effect of environmental disasters, natural disasters, deaths of students or faculty, power outages, and other conceivable crises. Rettig (1999) outlined steps to develop a comprehensive plan for every imaginable crisis. Indiana's rule requires schools to develop their plans in such a way.

During late fall of 1999, Indiana public school superintendents were mailed a survey with questions about their school systems' crisis management plans. Of 220 surveys mailed, 119 were returned (54.1% rate of return). Of the returned surveys, 12 (10.1%) were from urban districts, 27 (22.7%) from suburban districts and 80 (67.2%) from rural districts. The largest number of responding districts, 45, had student enrollments of 3000 or more. Sixteen districts had less than 1000 students, 42 had from 1000-1999 students, and 15 had from 2000-2999 students.

All but two of the respondents indicated their

school district had a designated crisis director/coordinator and 100 (84.0%) reported having an ongoing crisis management advisory, planning, or action team, but 83 (69.7%) had formally adopted the district's crisis management plan within the last year. Fifty-three (44.5%) of the respondents indicated their plan had been adopted within the last six months. These figures reveal that only about 30% of the districts had any crisis management plan in place prior to the state mandate. Seventy-two superintendents (60.5%) indicated their schools' plans were implemented as a result of an administrative requirement at the state level. Only five of the respondents (4.2%) indicated that their plans were implemented as a result of a tragedy involving students or faculty in their school district or state; however, 21 respondents (17.6%) indicated that such a tragedy in another state had prompted their plans' implementations. It should be noted that this survey was distributed about six months following the highly publicized killing of 14 students and a teacher at Collumbine High School in Colorado.

Respondents were asked to rate, using a Likert scale, their "level of concern" for nine crisis events including: natural disaster (i.e. flood, tornado), technological disaster (i.e. toxic spill, boiler explosion), fire, weapons on campus, hostage situations, wounding/killing of student or faculty, suicide, transport accident, and campus intruder. The scale ranged from 0=least concern to 5=most concern. "Transport accident" received the highest mean rating of 3.59 and was rated significantly higher (t-test, $\alpha=.05$) than fire, wounding/killing of student or faculty, hostage situation, and technological disaster. "Technological disaster" received the lowest mean rating of 2.14, and

	Natural disaster	Tech. disaster	Fire	Weapon on campus	Hostage situation	Wounding/Killing of student/faculty	Suicide	Transport accident	Campus intruder
Natural disaster	X	*							
Tech. disaster	*	X	*	*	*	*	*	*	*
Fire		*	X	*				*	
Weapon on campus		*	*	X		*			
Hostage situation		*			X			*	
Wounding/Killing of student/faculty		*		*		X	*	*	
Suicide		*				*	X		
Transport accident		*			*	*		X	
Campus intruder		*							X

Table 1. T-test results of level of concern

* indicates significant difference in level of concern at $\alpha=.05$ disaster.

was significantly lower than all of the other categories. "Suicide" received a mean rating of 3.56, significantly higher than wounding/killing of student or faculty and technological. "Weapon on campus" ranked third with a mean of 3.32, significantly higher than fire, technological disaster, and wounding/killing of student or faculty. Ratings for the remaining categories did not result in significant differences (Table 1).

School superintendents were asked if their districts had experienced several specific crises during the last three years. Eighty-four respondents (70.6%) reported the death of a student. Causes for these deaths were not asked. Other listed crises included: violence (65 districts, 54.6%), threats by students to faculty or staff

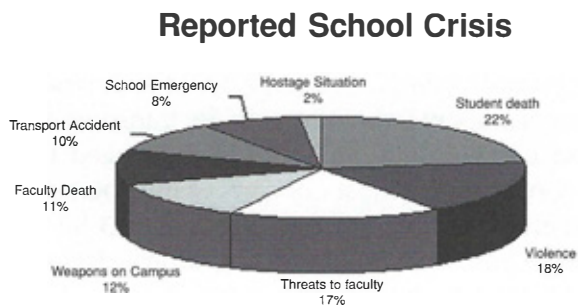
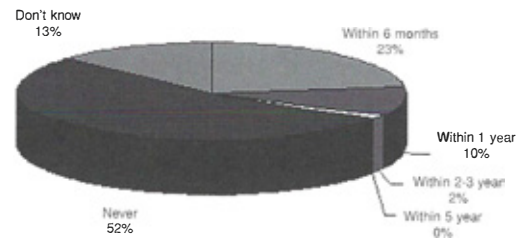


Figure 1. Crises Reported by Respondents

(63 districts, 52.9%), weapons on campus (46 districts, 38.6%), faculty deaths (41 districts, 34.4%), transport accident (36 districts, 30.2%), school emergency (i.e. fire, tornado, bombing) (30 districts, 25.2%), and hostage situations (6 districts, 5.0%) (Figure 1). Rural schools were less likely to have experienced the death of a student than urban or suburban schools (chi-square = 14.48, d.f. = 2.)

Respondents were asked when the last time their district had provided at least one full day of training for those working with crisis management response teams or groups at the individual school level. Only 39 districts (32.8%) reported such training within the last year, while 59 districts (49.6%) had never provided

Last Crisis Management Training at Individual School Level



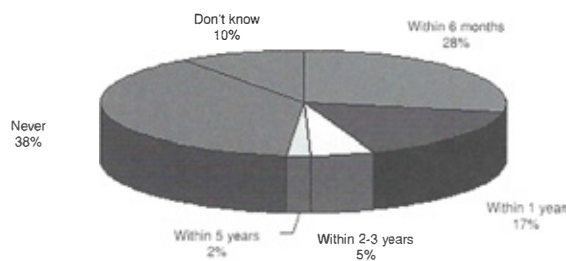
the training (Figure 2.)

Figure 2. Crisis Management Training at Individual School Level

A similar question addressed training for the school systems' crisis management planning team or group. Nearly one-half of the respondents indicated that their school system had never provided at least one full day of crisis management training. Of the 61 schools that had provided such training, 33 had done so within the last six months and another 20 within

the last year (Figure 3.) It is unknown whether those were initial training sessions of part of on-going programs.

Figure 3. Last Crisis Management Training



Discussion

The Indiana State Board of Education requires school corporations to consult with local public safety agencies to develop a written emergency preparedness plan for each school in the corporation. A designated representative from each corporation serves as the school safety specialist. The state of Indiana provides an extensive six-day training program to assist these individuals in developing and implementing their school plans. From the data collected it appears that school corporations are attempting to comply; however, training at the corporation level was inadequate with nearly one-half of respondents reporting that their corporation had never had one full day of training for their crisis management response teams. Even a comprehensive crisis management plan cannot be considered functional without such training. Since this survey was administered within six months of passage of the state mandate, it is possible that schools had not had time enough to schedule and implement training for their faculty and staff. A follow-up survey should readdress this question to determine if more schools have initiated the training.

School superintendents expressed higher levels of concern for transportation incidents and suicide than for acts of violence such as wounding/killing of a student or faculty member even though more of their schools had experienced threats by students to faculty and staff (63) and violence on campus (65) than transportation accidents (36). The survey instrument did not provide information on suicides. There was little concern about technological disasters such as toxic spills, even though these types of incidents are beyond the control of the school and their staffs are unlikely trained to respond to such situations. A toxic

spill or release could affect every individual in the school with no one on site trained to respond appropriately. Many corporations depend on rural volunteer fire departments to respond to these situations.

Conclusions

Nearly all of the respondents indicated that their respective schools were coming into compliance with the new Indiana rule to identify an individual safety specialist and develop safety plans for each school building. Training for crisis management teams within the schools and with local emergency response units remains inadequate. A toxic spill or other technological disaster could affect every individual within a facility with a potential catastrophic result because of the lack of a competent, rehearsed response plan. Respondents appeared to be more concerned about transportation incidents and student suicide than acts of violence against faculty or other students. Even with the extensive media coverage of school shootings in seemingly unlikely locations, the surveyed superintendents may still feel insulated from such acts. A follow-up study could determine if the school corporations begin to intensify their training efforts as community crisis management teams continue to develop comprehensive plans for identifying and interceding with potentially dangerous situations both within and surrounding school facilities.

The results of this survey indicate that Indiana's new requirements are proving to be effective with many of the respondents reporting the initiation of crisis management training and the appointment of safety specialists in nearly all the schools. Comprehensive crisis management planning strategies must continue to evolve with the cooperation of the schools and their community emergency management services.

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Reviewed Article

Effectiveness in Teaching Large Classes

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Abstract

It is not uncommon to see large class enrollments, between 200 to 400 students at the college level. The controversy over whether class size makes a difference regarding teaching effectiveness has been studied as early as 1924. However, it appears that large introductory classes are now and will continue to be offered. To effectively teach a large class, the instructor must be concerned about the quality of the course. In this article, the author discusses teaching effectiveness and "artistic ability" of the instructor. Setting the stage, course syllabus, classroom incivility, attendance policy, students' participation, and teaching assistant (T.A.) are also discussed. In addition, the results of a study of students' opinions regarding class size are presented. Fifty-nine percent of the 679 subjects in this study preferred a class size of no more than 30 students or between 30-50 students. Eleven percent of the subjects responded that class size does not matter. However, forty-five percent of the subjects had taken a class with an enrollment between 301-400 students, and 60 percent of this group responded they liked that class "very much" or "somewhat." Eighty-seven percent enrolled in the class because it was required. Only 15 percent enrolled in the class because of class size.

Introduction

It is not uncommon to see large classes offered at the college level, especially at a University with a total enrollment of more than 30,000 students. Faced with financial pressures, one way to help alleviate the financial problem is to cut the number of course offerings and enroll more students per class (Hancock, 1996). It is typical for a Department to offer large classes, ranging between 200-400 students for introductory or basic required courses, for example, biology, chemistry, sociology, etc. The following courses are usually offered in Health Education, Health Promotion, or Community Health Programs: Personal Health, Prevention of Violence, Stress Prevention and Management, Sexuality, Death and Dying, Basic Nutrition, Human Nutrition, etc. These types of courses can be structured to accommodate large enrollments.

The controversy over whether class size matters

has been studied as early as 1924 (Gilbert, 1995). An early research study on class size showed a link between small classes and improved learning and that smaller classes are more effective than larger classes in motivating students, producing attitudinal changes, and enhancing higher order thinking and reasoning (Gilbert, 1995). Furthermore, he indicated that if the acquisition of factual knowledge was the primary objective, then class size was not of great consequence. Likewise, if higher level thinking, application, motivation, and attitudinal change are primary, then smaller classes are best. Also, Gursky (1998) indicated, "there is no longer any argument about whether or not reducing class size in the primary grades increases student achievement." Indiana spent \$100 million over three years to reduce class size in three primary grades, and the data proved only that teachers, parents, and principals are enthusiastic and believed in smaller class size. However, little evidence showed

effects on standardized test scores (Hancock, 1996).

More recent studies at the college level indicated that students actually prefer large classes and teaching evaluations are found to be negatively related to class size only if the instructor is inexperienced (Hamilton, 1980). It is very interesting to note that "the number of years in university" influences class size effect. Feigenbaum & Friend (1992) indicated in his study that first-year college students prefer small classes and upper division students prefer large classes.

Instructor effectiveness has been found to be as good or better in the best larger classes as in the best smaller classes. Teaching has a lot to do with "artistic ability." It is not just using all methods learned in instructional theory class. Talent and common sense are extremely important. Some techniques or styles may work well for one instructor, but does not necessarily work well for other instructors. Be yourself, use your own style, any style that works for you.

Fostering a positive environment for learning includes a relaxed atmosphere, instructor's passion for the topics, and concern for students' success. The following are criteria to consider by the instructor for successfully teaching large classes: setting the stage, developing course syllabus, concern for classroom incivility, being well-prepared, establishing attendance policy, seeking students' participation, and having a teaching assistant (T.A.).

Setting the stage

The first criteria for achieving success in the classroom is to visit the classroom before the beginning of the semester. Being familiar with the room enables the instructor to plan methods of instruction and use of technological equipment.

Setting the tone the first day of class is extremely important. For instance, find a way to attract students' interest and attention to make them eager to learn and to look forward to attending class throughout the semester. It is very important to build a good attitude between the students and the teacher. Teachers can take advantage spending time on the first day of class to build up a good attitude.

The first day of class is the perfect time to communicate to the students their expected role for ultimately being evaluated for a grade in the course. Sorcinelli (1994) supported the idea of making good use of the first class. The first class meeting offers an ideal opportunity both for welcoming students and for communicating expectations for classroom.

One problem usually encountered the first day of class is those who wish to enroll after the maximum enrollment is reached. The seating capacity of the

classroom and capability of graduate assistants to assist with the large student enrollments are reasons for denying admission.

Course Syllabus

In order to be well-prepared for the first day of class as mentioned above, a course syllabus is needed. Teachers cannot expect all students to "hear" what the teacher says. Also full attendance is not probable in a large class. Therefore, a course syllabus is a must for communicating the class requirements or class contract to the students. Sorcinelli (1994) in her article entitled, "Dealing with troublesome behaviors," suggested using the course syllabus to reinforce expectations. A clear, informative course syllabus can reduce student confusion about appropriate behavior. It is necessary to set up rules and regulations so everyone has a clear understanding of class performance expectations. It will be chaotic if each student does not understand the class requirements. One strategy is to not make students feel that the instructor sets the "rules." Indicate "this is a tentative course syllabus." Then ask students to review it, and mention that it can be amended if suggestions are not contrary to university rules. It always works, no suggestions are made for change on the syllabus and, every student agrees to follow and respect the same rules. Also explain the criteria used in evaluation of students' accomplishment and explain criteria used in grading required papers. It makes essay papers more objective and students know what should be included in the paper.

Classroom Incivility

In relation to classroom incivility, Boice (1996) discussed in his article entitled, "Classroom incivilities," students begin semesters with reserve, respect, and optimism. On the first day of class, students show generally moderate to low levels of classroom incivilities. He strongly emphasized teachers' performance on the first day of class. "Where the first days of class were marked by conspicuously positive motivators and strong immediacies, classroom incivilities dropped off to at least moderately low levels and generally stayed there. Early periods in courses may have been the crucial turning point for classroom incivilities" (Boice, 1996, p. 471).

Well-Prepared

Review your lesson plan to assure smoothness in presenting the lecture. Plan or anticipate questions from students, be prepared to explain more or to answer questions. Have a starting point in mind for getting participation from students.

Always go to class early to chat with students or to

answer questions. Start class on time.

Attendance policy

The main criteria for optimal success is students' attitudes and behaviors. Without coming to class it is extremely difficult to cultivate a positive attitude toward a healthy lifestyle. Also, it is hard to encourage students to practice healthy behaviors if students do not attend class. Verbally encourage students to come to class and use a seating chart to check attendance. Also, it is possible to reward students who come to class by using a point system. If students miss more than the allowed number of days, points will be deducted. Furthermore, there are several in-class activities conducted in class for which points are assigned. If students miss class on that day, they cannot make up points missed. Guest speakers who are authorities in the field work well in a personal health class. Examples include an Ob-Gyn nurse practitioner on the topic of pregnancy; a family planning specialist talking on the topic of contraception; and a vice president of MADD (Mothers Against Drunk Driver), talking on the topic of drinking and driving. Students are expected to write a reaction paper to each speaker. Students cannot write the paper and earn extra points if they are not in class to listen to the speaker. The results of using this strategy contributes to a high rate of class attendance.

Students' Participation

Participation from students in a large lecture section is possible. There are several ways to encourage active learning (Silberman, 1996). Participation can range from the raising of hands, standing up, or reading a very short paragraph. Occasionally, ask them to play interactive games in class which may include loud responses. It not only is fun but also draws students' interest. Felder (1997) suggested using a problem solution to encourage participation; for example, instead of just posing questions to the class as a whole, occasionally assign a task and give the students approximately 30 seconds to five minutes to come up with a response.

Teaching Assistant (T.A.)

To be successful in the large class, it is necessary to have Teaching Assistants (TAB) at every class meeting as well as set office hours. Miner (1992) indicated his Teaching Assistant was a Ph.D. student. Master Degree students work well also primarily because of their maturity level. Some universities use third or fourth-year undergraduate students to assist in teaching large classes.

Training sessions for class assistants are a must for

the success of teaching large classes. Having good assistants is a vital ingredient for assuring success of the class.

Student's Opinions Regarding Class Size

At the college level, it appears that large introductory classes are now and will continue to be the norm rather than the exception. A better understanding about students opinions regarding large classes could serve as an aid to better instruction of large classes. Therefore, a study in relation to class size was conducted at a major university.

Data collection took place during the spring semester, 1998-1999. The purpose of the study was to examine college students' opinion about class size, class size preference, and criteria for taking the class. The findings of the study were to be used to improve teaching effectiveness in large enrollment classes.

Methodology

Sample

There were 679 students involved in this study. The subjects were enrolled in general health undergraduate classes which enrolled students across all disciplines. Enrollments in these classes ranged from 22 to 375 students.

Instrument

The survey questionnaire was comprised of five items related to demographic information, four items concerning opinions regarding class size, and one open-ended question.

Data collection

The survey questionnaires were distributed by the instructors of the following classes: Personal Health, Human Sexuality, Stress Prevention and Management, International Health, Basic Nutrition, Food Service Systems, and Life Cycle Nutrition. The questionnaires were returned to a box provided in the classroom. Subjects were not identified on the answer sheet. The study was approved by the Human Subject Committees at Indiana University. The collected data were subjected to statistical techniques, including descriptive statistics and Chi-square.

Results

The sample included 679 students, 57.6% female (391 subjects), and 42.4% male (288 subjects). The majority of subjects were 19 years of age (195 students), which represented 28.7% of the subjects. There were 145 students (21.4%) 17-18 years of age, 123 students (18.1%) 20 years of age, 107 students (15.8%) 21 years of age, and 101 students (14.9%) 22

Table I. Demographic Information

Demographic Information		N	%
Gender	Female	391	57.6
	Male	288	42.4
Age Group	No Answer	8	1.2
	17-18 years	145	21.4
	19 years	195	28.7
	20 years	123	18.1
	21 years	107	15.8
	22+ years	101	14.9
Current Class Standing	No Answer	2	.3
	Freshman	229	33.7
	Sophomore	208	30.6
	Junior	117	17.2
	Senior	117	17.2
	Other	6	.9
Major Area of Study	No Answer	1	.1
	College of Arts and Sciences	226	33.3
	School of Business	126	18.6
	School of Continuing Studies	24	3.5
	School of Education	56	8.2
	School of Health, Physical Education and Recreation	101	14.9
	School of Journalism	24	3.5
	School of Law	1	.1
	Medical Sciences Program	2	.3
	School of Music	2	.3
	School of Nursing	13	1.9
	School of Optometry	1	.1
	School of Public and Environmental Affairs	25	3.7
	School of Social Work	5	.7
	University Division	12	1.8
	Other	3	.4
Undecided	57	8.4	
Current GPA	No Answer	12	1.8
	3.5 and up	105	15.5
	2.5-3.4	413	60.8
	2.0-2.4	120	17.7
	1.5-1.9	17	2.5
	1.0-1.4	6	.9
	Lower than 1.0	6	.9

years of age. Sixty four percent (437 students) of the subjects were Freshmen and Sophomores, and 34% (234 students) were Juniors and Seniors. Thirty three percent of the subjects (226 students) were from the College of Arts and Science. Eighteen percent (126

students) and 15% (101 students) were from the School of Business and School of Health, Physical Education, and Recreation respectively. Sixty percent (413 students), 17% (120 students), and 15% (105 students) had a current G.P.A. between 2.53.4, 2.0-2.4,

Table II. Students' response relative to class size.

		Largest class student has taken							
		Less than 100		101-200		201-300		301-400	
		N	%	N	%	N	%	N	%
How did you like the large class size?	Very much	10	83.3	39	73.6	114	59.1	248	59.9
	Undecided	1	8.3	6	11.3	21	10.9	63	15.2
	Did not like	1	8.3	8	15.1	58	30.1	103	24.9

and 3.5 and above respectively. (See table 1.)

Opinions related to class size

The majority of the subjects (59%, 402 students) preferred a class size of no more than 30 students or between 30-50 students. Fourteen percent (96 students) liked a class size between 51-100 students, 6% (42 students) liked a class size between 101-200 students, 3% (22 students) liked a class size between 201-300 students, and only 2% (18 students) liked a class size between 301-400 students. It is very interesting to note 11% (79 students) responded "it does not matter."

The largest class in which subject had enrolled

Forty-five percent (308 students) had taken a class with an enrollment between 301-400 students, 28% (193 students) between 201-300 students, 16% (110 students) with no more than 100 students, 8% (54 students) between 101-200 students, and only 1% had taken a class with an enrollment between 51-100 students.

The next question asked how the subjects liked the largest class they had taken. The majority of the subjects responded "liked that class very much or somewhat." However, the highest percentage of the responses were related to the class size between 51-100 students. Only 60% responded they liked "very much" or "somewhat" the class size between 301-400 or more than 400 students.

Relative to the subjects' criteria for taking the class with the largest enrollment, it is very interesting to note 87% took the class because "it is required," 68% took the class because "course title was very interesting," 62% took the class because "have heard good things about the class," and 49% took the class because "liked the time the class was offered." Only 15% responded they took the class because of class size.

The last part of the survey questionnaire was open-ended with the question, "How do you feel about a class size of 300-400 students?"

The majority of the students sampled (49%)

negatively responded to the 300-400 students class size. Thirteen percent positively responded to this question and 22% reported mixed feelings.

Negative responses

Students' main concerns were the lack of attention from the professor in a class size of 300-400 students. Also, students mentioned that class size is impersonal and not conducive to learning. It is very interesting to note that several students sampled came from a very small high school. The sample also mentioned crowd, noise, and with that class size, students tend to be more disrespectful. Some students mentioned the lack of participation in this class size.

Positive responses

Several students sampled mentioned a comfortable and relaxed atmosphere, taking some of the individual pressure away, and not having to worry about participation. Some students thought it easy to just come to class, take notes, and not be assigned much homework. Also, students felt attendance was not

Table III. Students' Reasons for Taking the Large Enrollment Class

Reasons*	Percent
Required	87.48
Course title is very interesting	67.89
Heard good things about the class	62.44
Like the time offered	49.19
Want to know the topics	47.42
Going to have an "A" in class	40.50
You like the professor	38.14
Not a difficult class	33.87
Friend taking the class	23.42
Class size	15.32
Instructor effectiveness	14.14
Course organization	7.66
Course management	4.86
Others	3.24

* students can choose more than one reason.

taken. It is very interesting to note that students sampled preferred diversity in the large class. They felt they had a chance to meet more people. For example, students indicated: "I actually like taking a class with a large amount of students. They are more interesting because of the large, diverse amount of personalities brought together in one room." "I enjoy classes of this size because it offers the students an opportunity to know a wide variety of other people. The instructor also gets more feedback from that many students than they would have from less students." "Individual responsibility is a must in a very large class. An effective professor and an ample number of class assistants are important for conducting a large class."

Mixed responses

Students sampled did not distinctly clarify whether large classes are good or bad. They indicated it depends on the effectiveness of the professor and the information presented. If it is very difficult and technical, they indicated a large class would not work well. The subjects mentioned that students should take advantage of the professor's office hours to meet or discuss important issues.

Conclusion

Small classes are not necessarily better. Because of budgetary constraints, large introductory classes, in all likelihood, will continue. It is important to accept reality and to teach in that environment. Teaching a large class effectively is hard work, but it is possible. Well prepared and well-experienced professors are essential ingredients. Provide plenty of opportunity for students to be actively involved in classroom activities instead of relying on straight lecturing. Instructor satisfaction may be even greater in the large classes, knowing you have been successful in less than a normal situation.

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Convincing Your Principal About the Importance of Physical Education

by NASPE Public Relations Committee

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This school year, the National Association for Sport and Physical Education (NASPE) invites you to use your creativity, enthusiasm, and love for your profession to let your principal know about the importance of physical activity and a quality physical education program. Here are several suggestions from NASPE's Public Relations Committee. Please share with us your success stories by emailing us at <pkun@aahperd.org> and we will publish them in NASPE News.

1. Invite your principal to visit physical education class each month.
2. Develop a calendar of physical activity events and seek the principal's endorsement.
3. Have a "Principal Feature" in your physical education newsletter.
4. Involve the principal in the staff fitness activities each month.
5. At the beginning of the school year, provide a physical education folder full of recent press articles, copies of curriculum, philosophy, goals for the year, etc.
6. Tell your principal about your interest in attending the state and/or national AHPERD convention and ask if professional development money is available to help with the costs.
7. Involve the principal in technology you use within the physical education classes, i.e. have the principal wear a heart rate monitor all day.
8. Give the principal a copy of assessment tools/portfolios you use. Share assessment results with the principal.
9. Invite your principal to your state AHPERD conference.
10. Give your principal a copy of everything you do: projects, homework, etc. Share relevant articles about physical activity, fitness, and physical education.
11. Give a copy or brochure of NASPE's National Standards for Physical Education to the principal and tell him/her about how your program meets those standards.
12. Suggest a "Theme for the Year," which includes the entire school.
13. Invite school board members to visit your wonderful classroom; ask your principal to join them.
14. Share excitement and ideas you learned at your national, district, and state conferences with your principal and at staff meetings.
15. Show your principal a professional appearance and attire. "Walk The Talk!!"
16. Be visible to your principal by getting involved with your school, improvement council, staff meetings, and strategic planning committees.
17. Share with your principal a copy of NASPE's *Suggested Job Interview Questions for Prospective Physical Education Teachers*.
18. Volunteer to provide a main hall bulletin board for May: National Physical Fitness & Sports Month.
19. Place informational brochures in your school of fice.
20. Be sure you have attractive bulletin boards in your teaching area.
21. Sponsor a physical education workshop/conference at your school and invite and introduce your principal.
22. Highlight your program at a "Family Fitness Night" event and invite your principal.
23. Show examples about how your physical education program helps reinforce learning in various academic subjects.
24. Educate your principal about the differences among physical education, recess, physical activity, and sports.
25. Share new parents opinion surveys such as one recently published by the American Obesity Association that states, "Parents are strongly opposed to cutting back on physical education classes for academic classes."

TEPE Submissions

Teaching Elementary Physical Education welcomes your contributions to the discussion and middle school physical education! Take a moment to think about what you would like to offer:

- Bookmark entry
- Golden Nugget teaching tip
- Teachergram entry
- Photographs or slides
- Other visual artwork
- Letter to the editor
- Articles and items of interest

Articles should reflect both a commitment to improving education and an understanding of our readers' concerns. Photographs and other visual artwork should illustrate the scope and diversity of today's physical education programs. Your comments and suggestions are always welcome!

For a copy of submission guidelines, contact: Margery Robinson Human Kinetics, P.O. Box 5076, Champaign, IL 61825-5076, or view an on-line copy in the journals section of the Human Kinetics Web

Submit material to: Peter Werner Department of Physical Education, University of South Carolina, Columbia, SC 29208.



Now Available...

A new program for developing sport-related skills

Benefits of Sport For All

Sport For All is an exciting new program for facilitating increased physical activity and sport readiness among school age students. It's designed to teach young children sport-related skills in developmentally appropriate ways so they can enjoy participating in sport- and health-related physical activities more. Sport For All provides positive experiences that help children develop lifelong patterns of healthy physical activity.

Unlike other programs, Sport For All requires little preparation time for day-to-day implementation. It provides everything you need, from activities and instructional tips to child-friendly equipment and leadership training. Schools in suburban, urban, and rural settings will find Sport For All equally beneficial and readily accessible.

Program content and resources

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 (through NASPE). For each module, workshop participants will receive a kit that includes an easy-to-use set of 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

developed, tested, and packaged in accord with NASPE guidelines for quality programs.

The five program modules are as follows. The first three—*SportFun*, *SportPlay*, and *SportSkill Basic* - forthcoming:

- **SportFun** focuses on developing basic movement skills for 3- to 5-year-olds.
- **SportPlay** uses group games to develop skills for 5- to 7-year-olds.
- **SportSkill Basic** further develops sport-related skills in 8- to 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.

About Sport For All

Sport For All is a collaborative effort of The National Association for Sport and Physical Education (NASPE), Sportime, and Human Kinetics. It's based on a highly successful physical activity program for children created by the Youth Sport Trust in the United Kingdom.



\$29.00 (\$46.50 Canadian) each

SportFun is a proven way for preschoolers to have fun while developing basic locomotor, nonlocomotor and manipulative skills. More like play and games rather than tedious exercise, the activities can be set up easily, quickly, and safely, and they can be used in the order and at the pace appropriate for your children.

SportPlay focuses group games and physical activities for developing basic movement skills in 5- to 7-year-old children, especially those that children will need to participate in many specific sports. Like its SportFun counterpart, SportPlay's group games are developmentally appropriate and can be set up easily, quickly, and safely.

Too many children become sedentary as they reach adolescence because they lack confidence in their ability to participate in sports. But if children have a chance to learn and practice the essential motor and physical skills used in most sports, and do it in an enjoyable, non-intimidating setting, they're much more likely to participate in sports and remain physically active as adults. SportSkill Basic provides you with a ready-made program of games and physical activities proven to help 8- to 10-year-old children develop and refine basic sport skills. And—most important—this program is fun.

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100 Highlights



Advocacy

A Case for Daily Physical Education

by Jean Blaydes

Reprinted with permission Human Kinetics, Teaching Elementary Physical Education

What if . . . ?

What if one day someone walked into your gym and arrested you, saying that you represented all physical educators nationwide. You are being accused of

- Not contributing to the learning process of the students,
- Not contributing to elevating standardized test scores,
- Allowing obesity among children to be at the highest percentage ever, and
- Teaching an enrichment subject that is expendable because it is not required as part of the core academic subjects.

Your accusers are anyone who remembers having a bad experience in Physical Education in their youth. Your jury is made up of decision makers, school board members, legislators, and budget makers. The judge is the nation's major decision maker for the choice of curriculum, facilities, time allotment, and class sizes.

- What will be your argument in your defense?
- What will be your evidence?
- Where is your proof that exercise increases learning?
- Who will come to your defense?
- Who will be your witnesses?
- Who will represent you?

Take a moment to ponder the answer to these questions. This scenario is a reality in many districts nationwide. Physical education programs are being eliminated or reduced because of budget reductions or the perceived need for increased time for academic core subjects in order to raise test scores. Recent brain research findings support the importance of daily quality physical education. Educational experts, neuroscientists, and respected brain research authors are advocating for our profession based on scientific evidence that tells us how the brain works, how the brain learns, and how movement, physical activity, and exercise prepare the body and brain for optimal learning.

The Argument: Does Physical Activity Increase Learning?

Simply put, we must be cautious in making overstatements. I recently met and interviewed Swedish neuroscientist, Dr. Germund Hesslow, while presenting at the International

Learning Conference in Trelleborg, Sweden. Dr. Hesslow and his team at Lund University are internationally renowned cerebellum researchers whose expertise is in the reversal of paralysis caused by spinal injury. When posed the question, "Does physical activity increase learning?" Dr. Hesslow answered, "No." There are too many variables involved in learning: environments, genetics, attitudes, individual learning capacity, curriculum delivery, learning and teaching strengths, etc. When Dr. Hesslow was asked, "What role does physical activity play in learning?" Dr. Hesslow said that all things being equal, a physically active child will have an advantage in learning and that an inactive child is at a disadvantage for learning. Quality physical education provides needed physical activity in the school day that gives our students an advantage for learning and, therefore, may help increase student achievement.

We should also be cautious making claims such as physical education raises test scores. We should focus on physical development. Physical education programs vary from school to school, district to district, state to state. It is easy for decision makers to cut or reduce physical education programs because of budget issues, but it would be difficult to justify putting children's health and learning at risk by cutting or reducing daily physical activity that has been proven to put learners at an advantage for learning.

What Does the Research Suggest?

There is specific research, however, that supports daily quality physical education and how increased physical activity can impact student performance and elevate test scores. The following research summaries are found in Eric Jensen's books, *Teaching with the Brain in Mind* (1998) and *Learning with the Body in Mind* (2000); both are excellent resources.

Adding to the growing body of research extolling the cognitive benefits of physical exercise, a recent study by Caterino and Polak concludes that mental focus and concentration levels in young children improve significantly after engaging in structured physical activity (Jensen, 2000a).

The findings suggest that such physical exercise as running, jumping, and aerobic game playing have a definite impact on children's frontal lobe—a primary brain area for mental concentration, planning, and decision making. Aerobic conditioning seems to assist in memory, according to Brink. Dustman's research, according to Michund and Wild, tested three groups of students. The group that engaged in vigorous aerobic exercise improved short-term memory, creativity, and reaction time. The President's Council on Fitness and Sports, according to Vanves and Blanchard, suggests 30 minutes of physical activity a day to stimulate the brain. In a Canadian study, academic scores went up when physical education time was increased to one-third of the school day (Jensen, 2000a).

Students involved in sports generally have higher grades and highest standardized test scores than those who don't participate in sports. In 1990 in Texas, high school athletes scored 17% higher than nonathletes on the ninth grade Texas Assessment of Academic Skills standardized test.

Researchers James Pollatschek and Frank Hagen (1996) say, "Children who engage in daily physical education show superior motor fitness, academic performance and attitude toward school as compared to their counterparts who do not have physical education" (as cited in Jensen, 2000a, p.54).

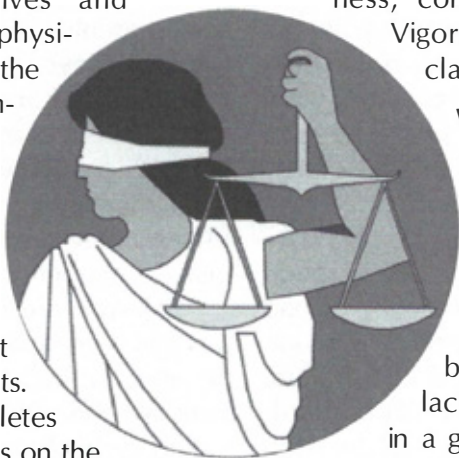
The Evidence: Movement Facilitates Cognition

There is specific brain research supporting the need for daily quality physical education that provides us the evidence to validate our programs. There are two aspects of movement that benefit learners: physical fitness (having a healthy body, healthy mind) and cognitive reinforcement (using a kinesthetic tactile approach to anchor academic concepts).

What does "movement" mean? There are three distinctions or definitions of movement when reviewing brain research that need clarification: movement, physical activity, and exercise. Movement is the navigation of one's environment, in other words not sitting still or not lying down. Physical activity is voluntary

movement that expends energy. Examples of physical activity in the classroom are students role playing, building models, or playing a toss and catch game to review material. Exercise is physical activity that gets the heart rate into the target heart rate zone.

Movement prepares the brain for optimal learning. Blood traveling to the body/brain at greater rates feeds the brain the needed nutrients of oxygen and glucose. Glucose is to the brain what gasoline is to a car, brain fuel. Each time you think, you use up a little glucose. Brain activity is measured by glucose utilization. We, as humans, exchange about 10% of our oxygen with each normal breath, meaning that about 90% of the oxygen in our body/brain is stale until we deep breathe or exercise. A lack of oxygen to the brain results in disorientation, confusion, fatigue, sluggishness, concentration, and memory problems. Vigorous activity in a physical education class gives the brain its needed nutrients.



What Happens When We Exercise?

When humans exercise, the body/brain goes into a homeostatic state, balancing brain chemicals, hormones, electricity, and system functions. When the body/brain is out of balance because of poor nutrition and lack of physical activity, the student is not in a good learning state. Movement, physical activity, and exercise change the learning state into one appropriate for retention and retrieval of memory, the effects lasting as much as 30-60 minutes, depending on the student. This evidence is a sound argument for daily quality physical education and/or recess.

Physical activity provides enriched environments. In early studies in 1991, William Greenough discovered that rats who exercised in enriched environments had a greater number of synaptic connections than sedentary counterparts. Exercise strengthens key areas of the brain like the basal ganglia, cerebellum, and corpus callosum denser, 2000b). Dr. Marion Diamond (1998) showed that rats in enriched environments had greater density in the cortex and were better problem solvers. Transferred to humans, this information suggests that physical activity in a positive social setting like physical education class creates an active safe environment for learning.

Being active grows new brain cells. Van Praag and associates conducted animal studies that suggest running and other aerobic activity promote brain cell regeneration and growth. Aerobic activity releases endorphins, the class of neurotransmitters that relax us

into a state of cortical alertness and reduce the symptoms of depression. Exercise also tends to raise levels of glucose, serotonin, epinephrine, and dopamine, chemicals that at elevated levels are known to inhibit hunger and balance behavior (Jensen, 2000a)

The caution here is that it is not known what role neurogenesis plays in learning and memory. Dr. Fred Gage from the Salk Institute in La Jolla, California found that new brain cells are generated in the hippocampus, the brain's learning and memory center. He is unsure whether the neuronal growth is the result of the cardiovascular benefits of running or the fact that running is a natural rat activity. When I asked Gage's colleague, Dr. Philip Horner to clarify, he stated that it is certain that running grows new brain cells in rats and that most animal studies translate into human findings. It is not certain if humans grow new brain cells in other ways. Until then, Horner says, he'll keep running just to be safe. However, more research is needed in this under-explored area, a challenge for our university researchers in kinesiology (Horner, 2001).

Aerobic fitness aids cognition. Researchers found that subjects who were the most aerobically fit had the fastest cognitive responses, measured by reaction time, the speed that subjects processed information, memory span, and problem solving. Additional studies are needed to determine the precise relationship between aerobic fitness, age, and cognition. Earlier research supported by a new study suggests that aerobic exercise nonstop and lasting a minimum of 12 minutes may serve to slow or minimize normal age related declines in cognitive functioning. Aerobic activity not only increases blood flow to the brain, but also speeds recall and reasoning skills (Etner, et al., 1999 & Van Boxtel, et al., 1996 as cited in Jensen, 2000b).

Exercise triggers BDNF. Exercise triggers the release of BDNF, a brain-derived neurotropic factor that enables one neuron to communicate with another, according to Kinoshita, 1997 (as cited in Jensen, 2000a). Students who sit for longer than twenty minutes experience a decrease in the flow of BDNF. Recess and physical education is one way students can trigger sharper learning skills.

Cross lateral movement organizes brain functions. Crossing the midline integrates brain hemispheres to enable the brain to organize itself. When

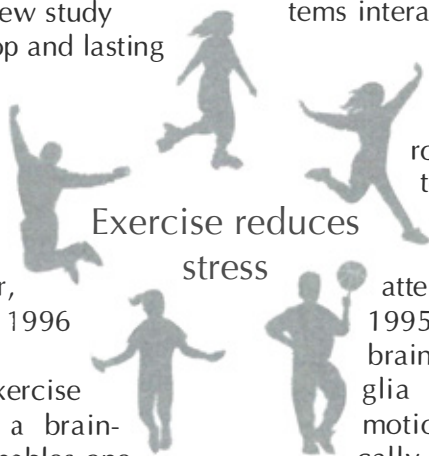
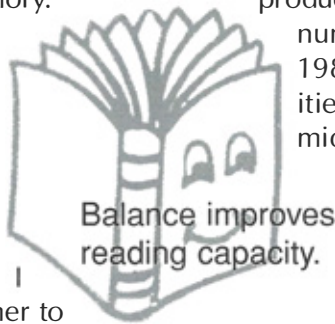
students perform cross lateral activities, blood flow is increased in all parts of the brain making it more alert and energized for stronger, more cohesive learning. Movements that cross the midline unify the cognitive and motor regions of the brain: the cerebellum, basal ganglia, and corpus callosum while stimulating the productions of neurotrophins that increase the number of synaptic connections (Dennison, 1989; Hannaford, 1995). Most all of the activities we do in physical education cross the midline and required coordination of body systems for mastery at any level. Daily quality physical education then becomes essential for optimum learning.

Eye tracking exercises and peripheral vision development help reading. One of the reasons students have trouble with reading is because of the lack of eye fitness. When students watch screens, their eyes lock in constant distant vision, and the muscles that control eye movement atrophy. Physical education curriculum provides this avenue for strengthening eye muscles. Tracking exercises, manipulatives, navigation activities, and target games exercise the eye muscles making the eyes fit to read.

Balance improves reading capacity. The vestibular and cerebellum systems (inner ear and motor activity) are the first systems to mature. These two systems work closely with the RAS system (reticular activation system) that is located at the top of the brain stem and is critical to our attention system. These systems interact to keep our balance, turn thinking into action, and coordinate moves. Physical education curriculum games and activities that stimulate inner ear motion like rolling, jumping, and spinning are necessary to lay the foundation for learning.

Exercise reduces stress. Exercise engages the emotions. Emotion drives attention which drives learning (Sylvester, 1995). Inside the brain, the amygdala (the brain's emotional filter) touches the basal ganglia that interprets movement. Therefore, motion and emotion are connected physiologically. Movement can foster self-discipline, improve self-esteem, increase creativity, and enhance emotional expression through social games (Jensen, 2001).

Research suggests that mental stress and anxiety can rob the brain and body of adequate oxygen by interrupting normal breathing patterns (Bernard) et al., 2000 & Sloan et al., 1991 as cited in Jensen, 2000a). However, studies also indicate that proper breathing exercises can enhance oxygen flow, thereby reducing



heart rate and anxiety (Bernard) et al. 2000 & van Dixhoorn, 1998 as cited in Jensen, 2000a).

New evidence shows that regular exercise is just as effective as drugs in relieving the symptoms of major depression, according to Faber, 2000 (as cited in Jensen, 2000a). Dr. John Ratey from Harvard University found that regular exercise has the same effect as anti-depressant drugs because of its positive effect on mood altering neurotransmitters in the body/brain. Cancer patients experienced a 40% drop in depression while on a regular exercise program. Students who exercise in active physical education classes can reduce stress and anxiety naturally Jensen, 2000a).

Physical activity and proper diet improves behavior. There may be a link between early motor development and violent behavior. Infants deprived of stimulation from touch and physical activities may not develop the movement-pleasure link in the brain. Fewer connections are made from the cerebellum to the brain's pleasure/ pain centers. An inactive child may grow up unable to experience pleasure in a normal way and an intense state of behavior such as violence may develop (Kotulak, 1996, as cited in Jensen, 2000a). That's the bad news. The good news is that when this child becomes physically active, the pleasure and pain centers develop equally. Tag games, flag football, and sport related activities under proper adult supervision become practice for the positive rough and tumble play that is needed for balanced development of the pleasure/play centers of our brain. This describes a quality physical education program as well as quality athletic programs.

Movement can help reinforce academic skills for all students. Eighty five percent of school age children are natural kinesthetic learners (Hannaford, 1995). Sensory motor learning is innate in humans. Teachers who incorporate kinesthetic teaching strategies reach a greater percentage of the learners. Eric Jensen says that implicit learning (learning through your body) is more powerful than explicit learning (text, facts, and basic recall). If it's not in your body, you haven't really learned it. He suggests movement, physical activity, and rhythms as a way teachers can help students bind learning through perceptual motor skills, procedural encoding, and sensory integration Jensen, 2000a). It should be just as natural for a math teacher to use movement in the classroom as for a physical educator to have students skip count.

Recess/play can increase attention. Dr. Daniel Kripke of California explains that the human brain was designed to set the timing of circadian rhythms from extensive exposure to daylight (Jensen, 2000a). When there is too little outdoor daylight exposure or

inadequate indoor lighting, circadian rhythms times are off, like a clock that runs too slow. This condition is called "delayed sleep phase syndrome." When this happens, a child or adult has trouble falling asleep at normal bedtime and trouble waking up when the alarm goes off in the morning. More importantly, attention may be inadequate for several hours after awakening. Recess is being sacrificed for more academic time in the classroom, limiting needed bright daylight exposure that affects the children's optimum learning because of lack of rest. Physical education class that is limited to once or twice per week reduces time for natural daylight and needed instruction on health and fitness habits for lifetime learning. The result is that students are lacking attention for learning because of deprived rest from delayed sleep phase. "Free play at recess augments social and cognitive development that ultimately translates into classroom performance. Children who learn to operate among their peers participate in such interactive games as tag and chase and function in their own mini-societies on the playground will do better academically" (Daniel, 2000).

Who Will Be Your Witnesses?

Many brain research experts are advocating for daily physical education in educational circles citing strong evidence that supports the link of movement to learning. Here's what some of the leading experts in brain compatible learning say:

- Dr. Howard Gardner, author of *Frames of Mind* (as cited in Jensen, 2000a), declared one of his eight multiple intelligence as the bodily kinesthetic multiple intelligence. If physical education is cut from our schools, one eighth of human intelligence is eliminated. Physical education is one of the few disciplines that incorporate most of the eight identified intelligences simultaneously.
- Dr. Marion Diamond, author of *Magic Trees of the Mind* (1998), whose research on enriched environments supports the importance of play in early brain development, says that this critical motor development sets the stage for brain processes used later for decoding and problem solving, a strong argument for daily elementary physical education starting in kindergarten.
- Dr. Candance Pert, author of *Molecules of Emotion* (1997), lauds the importance of proper diet and exercise to balance emotions naturally. Learning happens throughout the body not just in the synaptic connections of the brain. Healthy

active students make better learners.

- Dr. Robert Sylvester, author of *A Celebration of Neurons* (1995) and *A Biological Brain in a Cultural Classroom* (2000) states that movement facilitates cognition. He says that the reason humans have the brains they do is to move. He also points out that a central mission of the brain is to intelligently navigate its environment. Therefore, learning must include movement concepts and skills.
- Susan Kovalik, leading authority on brain compatible learning, whose model (1994) serves 250,000 students, includes “movement to enhance learning” as one of the brain compatible components based on brain biology findings. She believes that students retain information better when movement with intention is used to teach academic concepts kinesthetically.
- Eric Jensen at the Fragile Brain Conference (2000, October) outlined the causes and brain changes in several learning differences. He concludes that movement, rhythms, physical activity, and exercise help control many of the conditions such as ADD, dyslexia, learned helplessness, hyperactivity, delayed sleep disorder, oppositional disorder, learning delays, reactive attachment disorder, brain injury and insults, and conduct disorder. Physical education curriculum provides not only activity and exercise, but also builds relationships, provides team membership and celebrations, promotes rhythm and cross lateral movement, and encourages manipulatives for control. Many students with learning disabilities find success in the gymnasium because our curriculum meets their needs in a way that the traditional classroom may not.

Who Is the Best Lawyer to Defend You? You!

As the emphasis in education turns toward assessment, it is important that physical educators keep current with the latest brain research that validates our profession. Promote your program. Read articles and publications. Join your state and district AHPERD and attend professional conferences and conventions. Advocate for your program through community events like “Jump Rope for Heart” and “Hoops for Heart” and invite the media. Spread the word to your school staff, parents, school board members, and legislatures. Be educated in state and national standards for testing. Design lessons that teach the academics kinesthetical-

ly to reinforce cognition. Your best advocate is you and the students you teach. They are your best witnesses!

The Verdict: You Are Central to the Learning Process

This is an exciting time to be a physical educator. Physical Education is central to the learning process of each and every child. Brain research is validating our profession. Because we know more about how the brain learns, we can better teach our students. You are the answer. You are not “just a PE teacher.” You are the most brain compatible professional on the campus. Be proud. Be informed. We teach children, not content. The health and learning of our students is our number one priority.

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FOR USE BY PRINCIPALS

Suggested Job Interview Questions for Prospective Physical Education Teachers

A Quality Physical Education Program Will Keep Your School Fit to Achieve

Prepared by the National Association for Sport & Physical Education

Make Hiring a Key Aspect of Assuring a Good Program

According to NASPE's Physical Activity Guidelines, school children are encouraged to be physically active at least 60 minutes, and up to several hours per day. Assure that your students are taught the joy and reasons for being physically active by a professional!

Background

Hiring high quality professional staff is one of the challenges faced by principals. Another is having a general understanding of the standards, issues and trends relative to all the content areas that make up a comprehensive education including physical education. The National Association for Sport & Physical Education (NASPE) has developed guidelines and interview questions to help you to hire the best physical education faculty and contribute to the total education of your students.

NASPE, a nonprofit professional membership organization headquartered in Reston, VA, is the only national association supporting K-12 physical education programs and physical educators. Through its nearly 20,000 members, NASPE develops and supports programs of high quality in sport and physical activity that promote healthy behaviors to enhance individual well-being.

Please share these suggestions with other principals in your school district as well as chairs of your departments of physical education. We hope the following will help you better assess your program and prospective faculty members.

Suggested Questions for Faculty in Physical Education

1. *What do you believe are the characteristics of an effective "physical education teacher?"*

"A physical education teacher is someone who is able to integrate knowledge and understanding of human movement and physical fitness, student growth and development, and current learning theories in order to facilitate student learning so that students become physically fit, competent movers and understand a range of movement forms.."

1a. *What is an effective program?*

2.a. *What do you want your students to learn in your program?*

*Key concepts: has comprehensive knowledge about scientific and applied aspects of human movement and

physical activity; uses developmentally appropriate activities; models sportsmanship; shows awareness of students' needs; applies effective teaching strategies; accommodates diversity; demonstrates professional commitment through involvement in professional organizations; serves as a positive role model of personal fitness and skill; uses appropriate assessment and evaluation; applies current technology. Students should learn health-related fitness, motor skills, how to be and stay active out of class, sport opportunities, various movement forms.

** (Key Concepts - the applicant may or may not answer the question in exactly this way, however, the interviewer can focus on the key words related to the concepts involved in the answer.)*

2. The accepted definition of a "Physically Educated Person" from NASPE is the following:

"Has learned skills necessary to perform a variety of physical activities."

"Is physically fit."

"Participates regularly in physical activity."

"Knows the implications of and the benefits from the involvement in physical activities."

"Values physical activity and its contribution to a healthful lifestyle."

2a. How would you help your children to become physically educated?

*Key Concepts: Competence in manipulative locomotor and nonlocomotor skills, involvement in life activities and various movement forms (sport, dance, gymnastics, aquatics), assesses, achieves and maintains personal physical fitness; understands how to be safe in physical activity; health-enhancing regular physical activity; variety of physical activity options; motor development; healthy lifestyle decisions; enjoyment.

3. What are the "Appropriate Practices" in physical education?

"Those practices which recognize children's developmental status and changing capacities to execute motor skills." Teachers plan and implement instruction that maximizes each student's potential to develop in all domains in a safe, motivating environment.

*Key Concepts: selection of movement concepts and motor skills; cognitive development; affective development; fitness; fitness assessment; maximum participation; variety of movement forms; management of competition.

4. How do you assess students in physical education?

"Learning should be systemically assessed based on predetermined goals." Assessments should include a variety of forms that assess understanding and application of concepts and development of skills. Assessment should be ongoing part of learning and reflect authentic application of meaningful skills and knowledge.

*Key Concepts: evaluation of students within psychomotor, cognitive, and effective domains; valid, reliable, and objective; formative evaluation in relation to individualized criteria; guide to instructional planning; criteria-based; focus on individual performance; should assist in grading; indicator of quality instruction.

5. *How do you ensure the "safety and well-being" of all students?*

"The teacher should plan and direct all class activities in an environment that promotes the safety of all students."

*Key Concepts: Physical maturation and skill development levels (size and strength); pertinent student medical information; continuous supervision in all activity areas and in the locker room; appropriate clothing and shoes; safety aspects of physical activities is an integral part of instruction: emergency first-aid procedures; maintenance of all equipment and facilities.

5a. *How would you accommodate students with a variety of special needs?*

*Key Concepts: All students are not doing the same thing at the same time but a variety of levels, stations, equipment and activities. It is important to extend and adapt tasks to student needs.

6. *What is your understanding of the National Standards for Physical Education that were developed by the National Association for Sport and Physical Education or our state's standards for physical education?*

"The purpose of the National Standards was to clearly identify what a student should know and be able to perform as a result of a quality physical education program and to establish teacher-friendly guidelines for assessment." There are seven broad standards with benchmarks for grades K, 2, 4, 6, 8, 10, and 12.

*Key Concepts: the standards address: motor skill competency; varied movement forms; understanding of movement & fitness; physically active lifestyle; health-enhancing level of physical fitness; responsible personal and social behavior in physical activity settings; respect for differences; opportunities for enjoyment, challenge, self-expression, and social interaction.

7. *What are your plans for professional involvement and self-improvement?*

7a. *Would you be willing to attend inservice training on your own time?*

8. *Give an example of how you have been cooperative and flexible in a professional work environment.*

*Key concepts: compromise, respect, for the good of the school

8a. *Give an example of how you have been a part of a decision making process.*

9. *How do you think physical education contributes to the total curriculum?*

10. *Do you have any additional information you would like to share with us?*

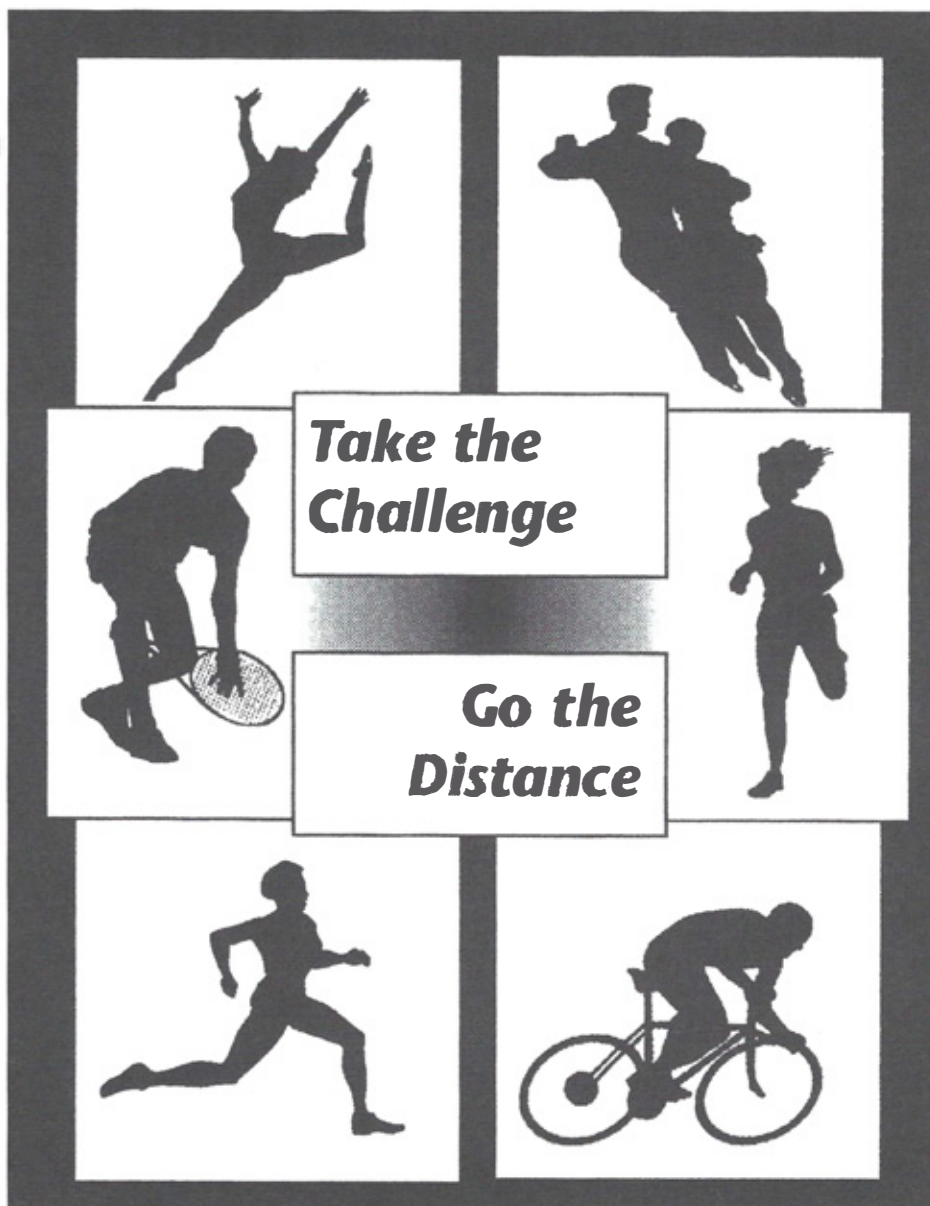
*Key Concepts: interests, hobbies, certification, professional contributions and involvements, etc.

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**The 2002
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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!

2002

*April 16-20
San Diego, CA*

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

2003

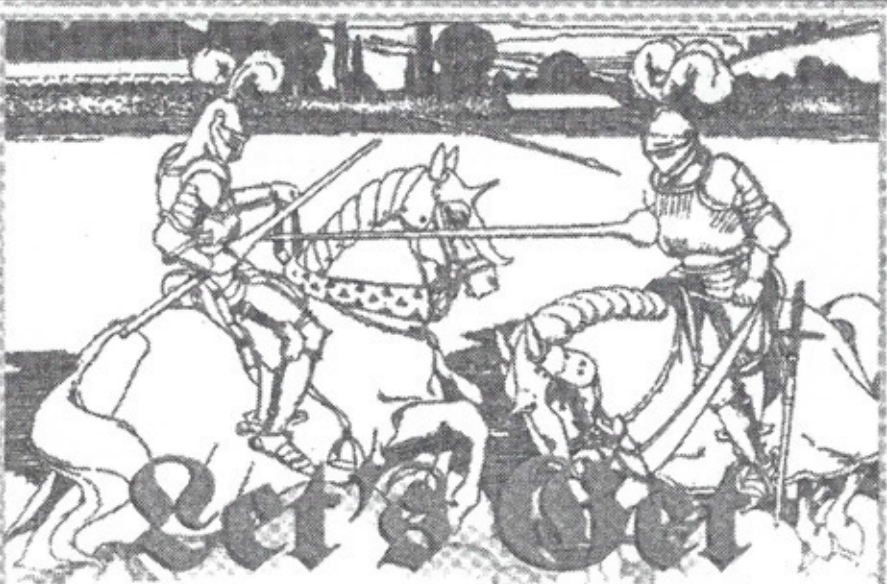
*April 1-5
Philadelphia, PA*

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

2004

*March 30-April 3
New Orleans, LA*

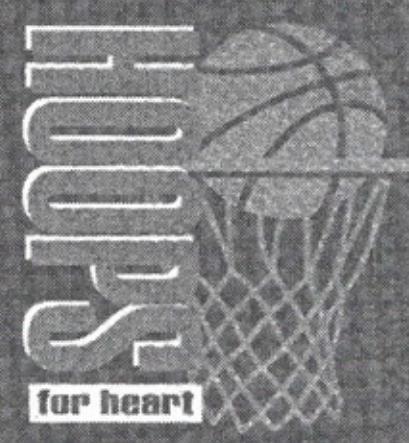
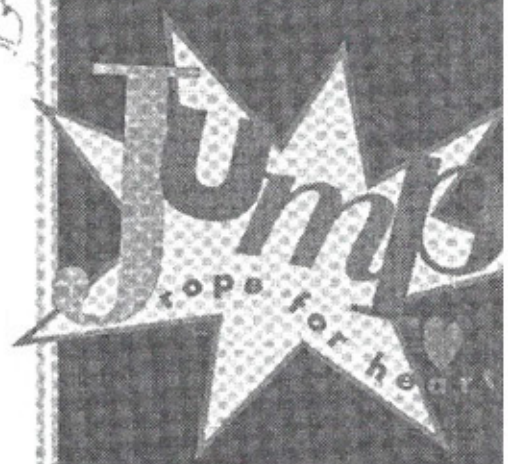
The Crescent City, The Big Easy, City of Lights – by any name, New Orleans is among the most unique cities in the U.S. New Orleans' reputation as an "international city" is rooted in history, with a melange of cultures and ethnic influences. From jazz music to creole cooking, the flavor of New Orleans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



Let's Get Armored!

Hart 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



TITLE VII—PHYSICAL EDUCATION FOR PROGRESS ACT

SEC. 701. PHYSICAL EDUCATION FOR PROGRESS. Title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8001 et seq.) is amended by adding at the end the following:

“PART L—PHYSICAL EDUCATION FOR PROGRESS

“SEC. 10999A. SHORT TITLE.

“This part may be cited as the Physical Education for Progress Act’.

“SEC. 10999B. PURPOSE.

“The purpose of this part is to award grants and contracts to local educational agencies to enable the local educational agencies to initiate, expand and improve physical education programs for all kindergarten through 1 2th grade students.

“SEC. 10999C. FINDINGS.

“Congress makes the following findings:

“(1) Physical education is essential to the development of growing children.

“(2) Physical education helps improve the overall health of children by improving their cardiovascular endurance, muscular strength and power, and flexibility, and by enhancing weight regulation, bone development, posture, skillful moving, active lifestyle habits, and constructive use of leisure time.

“(3) Physical education helps improve the self esteem, interpersonal relationships, responsible behavior, and independence of children.

“(4) Children who participate in high quality daily physical education programs tend to be more healthy and physically fit.

“(5) The percentage of young people who are overweight has more than doubled in the 30 years preceding 1999.

“(6) Low levels of activity contribute to the high prevalence of obesity among children in the United States.

“(7) Obesity related diseases cost the United States economy more than \$100,000,000,000 every year.

“(8) Inactivity and poor diet cause at least 300,000 deaths a year in the United States.

“(9) Physically fit adults have significantly reduced risk factors for heart attacks and stroke.

“(10) Children are not as active as they should be and fewer than 1 in 4 children get 20 minutes of vigorous activity every day of the week.

“(11) The Surgeon General’s 1996 Report on Physical Activity and Health, and the Centers for

Disease Control and Prevention, recommend daily physical education for all students in kindergarten through grade 12.

“(12) Twelve years after Congress passed House Concurrent Resolution 97, 100th Congress, agreed to December 11, 1987, encouraging State and local governments and local educational agencies to provide high quality daily physical education programs for all children in kindergarten through grade 12, little progress has been made.

“(13) Every student in our Nation’s schools, from kindergarten through grade 12, should have the opportunity to participate in quality physical education. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that the students can adopt healthy and physically active lifestyles.

“SEC. 10999D. PROGRAM AUTHORIZED.

“The Secretary is authorized to award grants to, and enter into contracts with, local educational agencies to pay the Federal share of the costs of initiating, expanding, and improving physical education programs for kindergarten through grade 12 students by

“(1) providing equipment and support to enable students to actively participate in physical education activities; and

“(2) providing funds for staff and teacher training and education.

“SEC. 10999E. APPLICATIONS; PROGRAM ELEMENTS.

“(a) APPLICATIONS.—Each local educational agency desiring a grant or contract under this part shall submit to the Secretary an application that contains a plan to initiate, expand, or improve physical education programs in the schools served by the agency in order to make progress toward meeting State standards for physical education.

“(b) PROGRAM ELEMENTS.—A physical education program described in any application submitted under subsection (a) may provide

“(1) fitness education and assessment to help children understand, improve, or maintain their physical well-being;

“(2) instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every child;

“(3) development of cognitive concepts about motor skill and physical fitness that support a lifelong healthy lifestyle;

“(4) opportunities to develop positive social and cooperative skills through physical activity participation;

“(5) instruction in healthy eating habits and good nutrition; and

“(6) teachers of physical education the opportunity for professional development to stay abreast of the latest research, issues, and trends in the field of physical education.

“(c) SPECIAL RULE.—For the purpose of this part, extracurricular activities such as team sports and Reserve Officers’ Training Corps (ROTC) program activities shall not be considered as part of the curriculum of a physical education program assisted under this part.

“SEC. 10999F. PROPORTIONALITY.

“The Secretary shall ensure that grants awarded and contracts entered into under this part shall be equitably distributed between local educational agencies serving urban and rural areas, and between local educational agencies serving large and small numbers of students.

“SEC. 10999G. PRIVATE SCHOOL STUDENTS AND HOME-SCHOOLED STUDENTS.

“An application for funds under this part may provide for the participation, in the activities funded under this part, of

“(1) homeschooled children, and their parents and teachers; or

“(2) children enrolled in private nonprofit elementary schools or secondary schools, and their parents and teachers.

“SEC. 10999H. REPORT REQUIRED FOR CONTINUED FUNDING.

“As a condition to continue to receive grant or contract funding after the first year of a multiyear grant or contract under this part, the administrator of the grant or contract for the local educational agency shall submit to the Secretary an annual report that describes the activities conducted during the preceding year and demonstrates that progress has been made toward meeting State standards for physical education.

“SEC. 10999I. REPORT TO CONGRESS.

“The Secretary shall submit a report to Congress not later than June 1, 2003, that describes the programs assisted under this part, documents the success of such programs in improving physical fitness, and makes such recommendations as the Secretary determines appropriate for the continuation and improvement of the programs assisted under this part.

“SEC. 10999J. ADMINISTRATIVE COSTS.

“Not more than 5 percent of the grant or contract funds made available to a local educational agency under this part for any fiscal year may be used for administrative costs.

“SEC. 10999K. FEDERAL SHARE; SUPPLEMENT NOT SUPPLANT.

“(a) FEDERAL SHARE.—The Federal share under this part may not exceed

“(1) 90 percent of the total cost of a project for the first year for which the project receives assistance under this part; and

“(2) 75 percent of such cost for the second and each subsequent such year.

“(b) SUPPLEMENT NOT SUPPLANT.—Funds made available under this part shall be used to supplement and not supplant other Federal, State and local funds available for physical education activities.

“SEC. 10999L. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated \$30,000,000 for fiscal year 2001, \$70,000,000 for fiscal year 2002, and \$100,000,000 for each of the fiscal years 2003 through 2005, to carry out this part. Such funds shall remain available until expended.”.

NASPE NEWS Release

For more information, contact:
Paula Keyes Kun
(703) 476-3461 Reston, VA
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New Survey Shows Schools are not Providing the Amount of Physical Education Parents Want!

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

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

ADULTS ARE OUT OF STEP WITH HEALTH NEEDS

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

"Not surprising to those of us who have kids, parents and their children disagree about what prevents

them from getting enough exercise. Parents believe their kids lack interest, do not have enough time or spend too much time watching television (57%) or playing computer games (59%). Their kids, on the other hand, say they do not have enough time (24%), spend too much time doing homework (19%) or lack interest (13%)."

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

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

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

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

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

Public Attitudes Toward Physical Education: Are Schools Providing What the Public Wants?

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

INTRODUCTION

Current research findings and recommendations, including the U.S. Surgeon General's Report on Physical Activity, Centers for Disease Control and Prevention Guidelines for School and Community Programs, and Healthy People 2010 Goals, indicate consensus on the importance of regular, quality physical education and daily physical activity programs for all students, kindergarten through 12th grade. However, most school districts across the nation are not living up to these recommendations. The numbers are troubling: only about 25 percent of students attend physical education class daily¹, partake in any daily physical activity², and the percentage of children who are overweight or obese has more than doubled in the last 30 years³.

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

PURPOSE OF THE SURVEY

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

MAJOR FINDINGS

ATTITUDES TOWARD PHYSICAL EDUCATION

Adults and teens have similar attitudes toward physical education.

- 81% of adults believe that "daily physical education should be mandatory in schools." Nearly three-quarters (71%) of teens agree.

- The majority of adults and teens strongly agree that "physical education helps children prepare to become active, healthy adults" (Adults-64%, Teens-54%) and "helps children build social skills as well as physical strength and coordination" (Adults-64%, Teens-53%). In fact, almost half (46%) of the adults strongly agree that participating in physical education as a child helped them to become active, healthy adults.

FREQUENCY OF PHYSICAL EDUCATION CLASSES

- 56% of adults with children in the household (aged 6-7) say that the child does not have physical education class daily. 47% of teens say they do not have daily physical education class.
- About half (48%) of teens believe that they have the right amount of physical education classes. Two out of five teens (42%) say they would take physical education classes more if available, and only 9% would take them less often than they currently do.

PHYSICAL EDUCATION CLASS AND CHILD'S ACADEMIC NEEDS

- The vast majority (91%) of American adults who have children in the household (aged 6-17) believe that physical education class does not interfere with children's academic needs.
- Less than one-quarter of adults and teens feel that "children should concentrate on academic subjects at school, and leave the physical activities for after school", (Adults-15%, Teens-21%). Parents and teens are not concerned that "physical education classes in schools are dangerous" (Adults-90%, Teens-94%).
- Most adults and teens strongly believe that "participation in team sports helps children learn lessons about discipline and teamwork that are important and will help them in the future" (Adults-67%, Teens-69%).

WHAT STUDENTS LIKE/DISLIKE ABOUT PHYSICAL EDUCATION

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

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

LEARNING IN PHYSICAL EDUCATION CLASS

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

ADULT PHYSICAL ACTIVITY

GETTING ENOUGH PHYSICAL ACTIVITY TO MAINTAIN A HEALTHY LIFESTYLE

The majority of adults (60%) feel that they are getting enough physical activity to maintain a healthy lifestyle. (The U.S. Surgeon General's Report on Physical Activity and Health, 1996, the most prominent piece of public information concerning physical activity up to that time, reported that 60% are not getting enough physical activity.)

THINGS WHICH PREVENT ADULTS FROM GETTING ENOUGH PHYSICAL ACTIVITY

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

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

WEEKLY EXERCISE

- Nearly three quarters of American adults report getting at least some exercise for a period of at least 30 minutes per week, with an average of 3.8 times a week.
- Men, those who are younger, those with some college education or more and those who participated in interscholastic sports as a child are more likely to report getting some weekly exercise.

INTERSCHOLASTIC SPORTS PARTICIPATION AS A CHILD

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

CHILD'S PHYSICAL ACTIVITY

IMPORTANCE OF CHILD BEING PHYSICALLY FIT

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

DAILY PHYSICAL ACTIVITY OF CHILD

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

SETTING LIMITS ON TIME CHILDREN SPEND ON ACTIVITIES

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

TEENS AND PHYSICAL ACTIVITY

EATING A BALANCED DIET

- Most teens ages 12-17 (79%) say that they eat a balanced diet that includes grains, fruits, vegetables, dairy, proteins, fats or oils and sweets.
- Younger teens (aged 12-14) are slightly more likely than those ages 15-17 to report they eat a balanced diet (83% vs. 75%)

SCHOOL TEAM SPORTS PARTICIPATE IN

- Two out of three teens (67%) report participation in a team sport at school. The top sports participated in are: basketball (23%), baseball/softball (17%), football (15%), track and field (13%), soccer (12%) and volleyball (11%).
- When asked to name the physical activities offered in school physical education which they like the most, teens' top mentions are: basketball (34%), football (17%), volleyball (14%), soccer (13%), baseball/softball (13%) and track and field (10%).

ADULT VS. TEEN OPINIONS ON PHYSICAL FITNESS AND HEALTH

YOUTH PHYSICAL FITNESS

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

THINGS WHICH PREVENT CHILDREN FROM GETTING ENOUGH PHYSICAL ACTIVITY

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

IMPORTANCE OF PROPER HYDRATION

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

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Become a member of AAHPERD today!

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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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Membership Application Form

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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.)

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

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

I wish to receive the following periodicals:

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

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Verification of Student Status REQUIRED

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Refereed Articles: Guidelines for Authors

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

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

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

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

The IAHPERD accepts submitted materials for the Journal as "professional contributions" and no remuneration can be offered. Authors receive one complimentary copy of the issue containing their article.

TECHNICAL SUGGESTIONS

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

Length. Maximum preferred length is ten double-spaced pages. Smaller manuscripts will be considered but will receive lower priority for inclusion in the Journal.

Cover Page. Type title manuscript about three inches from top of page, followed by author name(s) as it/they appear in the published piece. Drop down a few spaces and type complete name,

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

The Text. Full title should appear again at top of page only. Use only white 8 1/2x11 " paper and dark typewriter ribbon. Margins on all sides should be at least one inch. Pages should be numbered consecutively in the upper right hand corner and carry a running head (partial title) just below the page number. Long quotations should be single spaced and given extra indentation of five spaces to make them stand out. All copies should be "letter perfect"—free from inaccuracies in grammar, spelling and punctuation.

Photos. Photographs which complement a manuscript are encouraged. Preferred photos are black and white glossy, 5x7". Photos will not be returned.

Illustrations. Must be in black ink on white paper, camera ready.

Table, Charts, Graphs. Use where appropriate; don't duplicate material in the narrative; be accurate.

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

SUBMISSION REQUIREMENTS

Copies. Four (4) copies must be submitted—one original and three photostatic copies (no carbon copies or dings are acceptable).

Address. Materials for Journal review should be mailed to:

Dr. Tom Sawyer, Editor
Indiana AHPERD Journal
5840 South Ernest Street
Terre Haute, Indiana 47802
(812) 237-2189
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Ed Schilling, Karen Teagarden, and Nick Kellum

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 murtel1@iupui.edu. For additional information, go to the IAHPERD website at www.Indiana-ahperd.org, click on About, Constitution, Operating Codes, and scroll down to the leadership position of interest.

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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
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