

INDIANA

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Winter Issue

2002



Indiana Association
for Health, Physical
Education, Recreation
and Dance

Strength



*Through
Collaboration*

Affiliated with American Alliance for HPERD

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JOURNAL

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 31, Number 1

Winter 2002

Indiana Association for
Health, Physical Education, Recreation and Dance

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Contents

| | |
|---|----|
| Message from the President — Strength Through Collaboration | 1 |
| NOTIONS From YOUR EDITOR... Law Review | 2 |
| State of the Profession — IFAT | 4 |
| Physical Education Activities | 5 |
| Developing Conceptual Change Developing Discernment | 12 |
| Developing Levels of Conceptualization for Teachers of Physical Education | 15 |
| IAHPERD Award Winners | 19 |
| IAHPERD Poster Winners | 22 |
| Developing Conceptual Change Redirecting the Dodge Ball Debate | 25 |
| Reviewed Article Teaching Students with Disabilities in Indiana's Physical Education Classes <i>by Dr. Carol Ryan</i> | 29 |
| Invited Article — Sport Facility Management: An Emerging Career Option For Sport Management Majors <i>by Robert Case, Ph.D. and David Branch, Ph.D.</i> | 32 |
| Invited Article — TV Free Families in the U.S. <i>by Barbara Brock, Ph.D and Laurie Morley, Ed.D</i> | 36 |

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www.bsu.edu/indianaAHPERD

Message from the President

Strength Through Collaboration

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Happy 2002 to all. When I chose my theme for this year "Strength Through Collaboration", I had no idea how many examples of that theme I would see before me. The events of September 11, and what followed that horrific event have given us all a life lesson in collaboration. It was the collaboration of the firefighters, police officers and people on the streets of New York City who, working together, saved many individuals who would have otherwise perished. What might have happened in Washington, D.C., had the brave souls on Flight 93 not worked together sacrificing themselves, to stop the terrorists on board that flight?

As a "late bloomer", I didn't return to higher education until I was in my late 30's. It was then that I had the privilege of working with individuals who were willing to collaborate with a very non-traditional student searching for a new life and a new career. As I progressed through graduate school, I found my interest in the social development of students of primary importance to me. None of us lives in a vacuum and it is working with others that not only fosters our growth but enhances who we are, what we know, and how we live our lives.

When I was asked about serving as the President of IAHPERD this year I agreed immediately. Then I got nervous (I am still nervous). However, having worked within the association for the last four years, I was sure of one thing: that I would find strength and support from other each of you. Thus was born the theme for this year. I cannot, however, take all the credit. The theme for AAHPERD this year is Power in Partnership and it was learning about that theme at LDC this past summer that provided the final impetus to this year's theme of "Strength Through Collaboration."

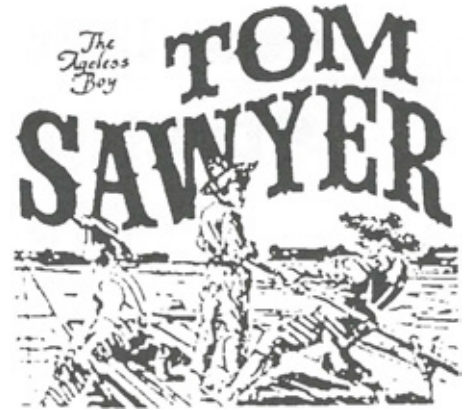
The Leadership Development Conference in Washington, DC was an amazing experience. Much of what was discussed at that conference dealt with collaboration and partnership. AAHPERD introduced us to a number of collaborative opportunities, including one with Navy, which is very exciting. The Navy is funding a program called "Run, Jump and Throw". The program is designed to enhance physical fitness, health and physical development for students in grades 1-12. Some of you may remember the Punt, Pass and Kick. This program may remind you of that program, however, there are some important differences: opportunities for individual assessment, fitness development, teamwork, skill development and competition that is scored on line. The greatest strength of the program, in my opinion, is the inclusive nature of all the activities. Students of varying abilities work together on teams with scoring based upon ability rather than disability. Please visit the web site for this program at www.runjumpnthrow.org.

As we move full swing into 2002, I hope we will continue to see a great deal of collaboration among and between colleagues at all levels of our profession. We often overlook our best resources: each other. Each time the Board of Directors meets I am reminded of how this group works together in an effort to improve our profession from all levels. It is my wish throughout 2002 that we continue that process, drawing more and more individuals into collaborative enterprises. Like a chain, the stronger we build our links to each other, the stronger we, as a whole, become.

In a final, more personal note, I would like to express my thanks to each and every one of you for your thoughts, prayers and cards at the loss of my son Blair. He is greatly missed.

NOTIONS From YOUR EDITOR...

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Law Review Adequate Equipment and Supervision

Lynch v. Board of Education of Collinsville Community School District No. 10

Supreme Court of Illinois

412 N.E. 2d 447

September 15, 1980

Reprinted with permission JOPERD

Cynthia Lynch, the plaintiff, was playing quarterback on the junior girls' "powder puff" football team during a game with the senior girls' team on October 27, 1974. The game was held at the Vandalia campus of the high school in the Collinsville Community School District No. 10 in Illinois. Lynch had thrown a pass to a teammate when she was struck in the face by an opposing player and knocked down. The back of her head struck the ground with considerable force. She was taken to the hospital by her parents, who had attended the game as spectators. The hospital records revealed that she had suffered a small linear fracture of the nasal bone. The plaintiff sought damages from the board of education of Collinsville Community School District No. 10 for the injury.

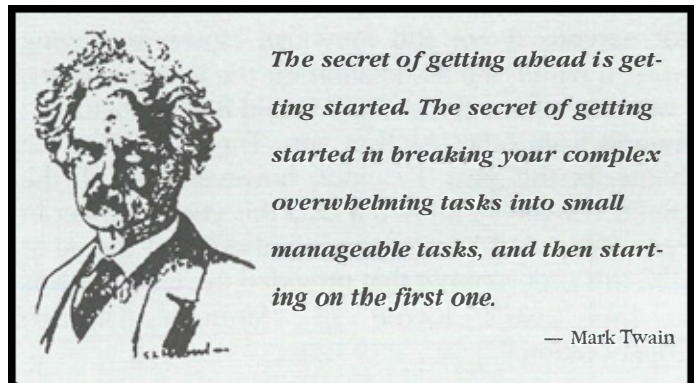
Findings

Each year from 1970 to 1973, the junior-senior girls' powder-puff football game had been played as a halftime event at the boys' homecoming football game. In 1974, the school's principal ordered that the game not be held during halftime of the homecoming game. Nevertheless, several students approached some of the school's teachers and asked them to coach the girls' teams. Three teachers agreed to do so; none of them had been hired as a coach. Between four and six practice sessions were then held in preparation for the powderpuff game, which was to be played on Sunday of homecoming weekend, but not

during halftime of the homecoming game. These sessions were held after school on school grounds, and the girls changed their clothes in the school locker room before each practice.

Little instruction in the rules of football was given during the practices. The girls hiked and passed the ball and blocked each other in order to get an idea as to which girl was best suited for each position. It was suggested by one of the teachers that the girls purchase mouth guards, since tackle football could be "rough" at times. Most of the girls, including the plaintiff, did in fact purchase and wear mouth guards for the game.

Several notices of the game were posted on bulletin boards throughout the school. Announcements were made by students over the school's public address system to inform the student body of the practice sessions and the game.



The principal testified that the game was not authorized by the school. The school district subsequently contended that it had no liability in these circumstances because the game was not authorized by the school and because school authorities made an effort to disassociate the school from the game.

The powder-puff players thought that they were engaging in an activity connected with the school, even though they did not constitute an official school team. As for the teachers, it was clear that they were not expressly authorized by the defendant to coach the game. The supreme court concluded that the teachers "were acting outside of the course of their employment in coaching the football game, and were thus without express or implied authority to coach the game. However, it could appear to a reasonably prudent person that the teachers possessed authority to coach the game."

Based on the evidence presented at the trial court, the supreme court found that neither the defendant nor its agents engaged in willful or wanton misconduct in this incident. There was no evidence to suggest that there were intentional or circumstantial acts committed that exhibited a reckless disregard for the safety of the students.

Yet the court did not feel that the defendant was absolved from liability for failing to provide more effective safety equipment, regardless of its claim that the game was unauthorized. The court asserted that "a school district has an affirmative duty, where students are engaging in school activities, to furnish equipment to prevent serious injuries.... [The] defendant should have furnished at least helmets and face guards to the students" The individual teachers could not be held liable for the failure to provide more protective equip-

ment; the court held that since school districts furnish equipment and teachers inspect it (which is more properly a supervisory function), teachers can only be held liable for willful and wanton negligence in failing to inspect equipment.

Verdict

The trial court returned a general verdict for Lynch in the amount of \$60,000. Both the appellate court and the supreme court affirmed this decision. The supreme court found the school district negligent for failing to provide, at the very least, helmets and face guards to the players, since it knew or should have known through its agents that an injury was foreseeable. The court asserted that the failure to provide such equipment was a proximate cause of the plaintiff's injury.

Risk-Management Tips

- As a teacher, coach, or athletic administrator, you should make sure that proper safety equipment is issued to students before they practice or play a contact sport (e.g., football, lacrosse, ice hockey, field hockey, baseball, softball).
- If you decide to terminate an activity, make sure that all student-athletes, parents, and personnel are aware of the cancellation, and that all facilities are secured so that the activity cannot proceed on school property. Both oral and written notices should be disseminated.
- If teachers are acting as volunteer coaches for an activity, make sure that they are prepared to properly supervise students.
- Be ready to provide emergency medical services at all contact activities sponsored by the school.

JOPERD

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A recent study found that the Journal of Physical Education, Recreation & Dance is the 4th most-used periodical in the Illinois State University library, beating even Time and Newsweek. Why? Perhaps because JOPEPD, nine times per year, for more than 100 years, has published the most up-to-date, authoritative information for professionals in physical education and allied fields. Find out for yourself why we're so popular! The subscription rate is only \$65 for individuals in the U.S. and Canada (Canadians must add GST) and \$73 for those in other countries. (These rates are not available for institutions and are subject to change without notice.)

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State of the Profession



IFAT

by

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Dean

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After publicity on the significant health problems of Indiana's school age children, the Indiana House passed a resolution, House Resolution Number 35, which cited eleven deficiencies relating to children's health. Many of these deficiencies focused on the area of fitness. The Indiana General Assembly then requested that the Department of Education undertake an assessment of current fitness programs in Indiana schools and report findings to the House and Senate Education Committees by December 1, 2001.

The Department of Education, Office of Program Development, formed a task force to carry out that assessment. Appropriately named the Indiana Fitness Assessment Task Force, IFAT, was made up of professionals in higher education from Ball State University, Indiana State University, Indiana University, Indiana University-Purdue University and Purdue University.

This task force developed a survey to complete the charge. The survey, sent to 3400 physical educators in Indiana, had a response rate 28% or 941 teacher. Additionally, fitness information on Ball State's Indiana freshman was reviewed to determine similarities to the survey data.

When reviewing the general data from the survey, the Physical Education curricula in the responding schools appeared lacking in many areas. Eighty percent of the respondents reported their curriculum lacked rhythms, 83% didn't have outdoor recreation, 70% didn't have individual sports, 60% didn't provide gymnastics and 23% didn't provide games and sports.

From the survey it was determined that 30% of the teachers provided no fitness activities in their classrooms, however 48% provided fitness testing from 5 - 10 days during the school year. For adapted students the picture was far worse. Ninety percent of the teach-

ers responding had no involvement in writing the Individual Education Program and that same 90% provided no fitness instruction for their students. Over 90% of these teachers were not certified to teach adapted, yet 90% had students with disorders in their classes.

In the fitness data from Ball State's Indiana freshman, 50% of those incoming freshman performed below average in abdominal strength and endurance, arm strength and endurance and cardio-respiratory fitness as defined by the One Mile Walk.

The data collected certainly suggests that as a state with the highest obesity rating in the nation, Indiana is not doing a good job of promoting fitness. The children in our schools, who are our future, have and no doubt will continue to have unhealthy behaviors. There is no "carrot or stick" to require schools to provide quality physical education, let alone programs that promote fitness. Also, schools and their teachers need not comply with current state content standards for students, which are in place for all disciplines. In fact few teachers in our field know about them and are certainly not encouraged by their administration to demonstrate that students comply. The data also suggests that physical educators are not committed to fitness instruction. They appear to spend an inordinate amount of time testing for fitness, but seem not to be teaching students how to attain fitness and healthy behavior.

The results of IFAT have given us a snapshot of the present. After receiving the IFAT report, it will be interesting to see if the legislature focuses upon this health issue in the future. With the state in recession and a budget deficit haunting us, children's health may again take a "back burner".

Physical Education Activities

Base-Soccer: A Rainy Day Activity

How do you work on soccer skills when it keeps raining? Play Base-Soccer.

This is a combination of baseball and soccer played in the gymnasium.

Materials needed:

- 1 soccer ball
- 4 throw-down bases

The Object Of The Game:

The object of the game is to run around all bases and score a run. The team with the most runs is the winner.

How the Game is Played:

Set the gymnasium like you would for whiffle ball or baseball.

Divide the class into two teams - Fielders and Kickers

The pitcher is the only person who can use his hands and he can only use his hands when rolling the ball to home plate. After the ball is kicked the pitcher can no longer use his hands.

The pitcher rolls the ball to home plate and the kicker kicks the ball outfield. The kicker must run around all the bases and reach home before the fielders get the ball to home plate. (The kicker will either score or be put out). The fielders cannot use their hands. They must dribble, and/or pass the ball to home plate. Stress team work. Have the students make good passes to each other. In order for the kicker to be put out the fielders must trap the ball on home plate.

Rotation:

The game works best when you use an automatic rotation after each person kicks. This will eliminate 2 to 3 players dominating the entire game. (Example: First baseman goes to pitcher; the pitcher goes to catcher; the catcher goes to third base, the third baseman goes to outfield, play every outfield position before the outfielder goes to second base, second baseman goes to first base.)

Variations:

The first time to bat the students must use an inside kick, second time they use a toe kick, etc.

Submitted by: Cathy Huntsinger, Frankton, Jr/Sr High, Frankton, IN

Pumpkin Patch Relays: A Seasonal Activity

ORGANIZATION: Playing area is a basketball court. Divide the class into three Teams.

"Heave the Pumpkin" - 6 scooter boards, 6 basketballs, basketball goals, 3 cones

1. Start at the basketball baseline. Scooter board, while carrying a basketball, to the 10 second line. (Set a cone on the 10 second line to have a visual reminder of where to get off of the Scooter board).
2. Get off the scooter and dribble the basketball to a designated basket.
3. The team member gets 2 shots at the basket. The team member dribbles the basketball back to his scooter and then scoots back to his team.
4. The team is trying to make 10 baskets.
5. After the first team member takes his second shot, team member two takes his second shot, team member number two starts his turn.

"Broom Stick Relay" - 3 cones and 3 hockey sticks (broomsticks)

1. Start at the basketball baseline. Have cones set on the 10 second line.
2. Each relay member rides the broomstick, (stick-horse fashion) down around the cone and back to his team, handing the stick to the next person.

"Pumpkin Butter Relay" - 3 cones, 3 floor hockey sticks, 3 basketballs

1. Dribble the basketball with the hockey stick (hockey-style) around the cone and back to the next person.
2. Each team takes an equal number of turns.

"Burst the Pumpkin" - 3 blown-up balloons per team taped on the wall, 6 basketballs (2 per team)

1. Team members line up single file behind a designated line. Each of the first two persons has a basketball.
2. The objective of the activity is to burst the balloons by throwing the basketballs at the balloons on the wall.
3. Each person takes a throw at the balloons and then moves to the end of the line. The first team finishes when all three balloons are popped.

“Skeletons in the Graveyard” - a skeleton for each student, 3 scooter boards, 3 boxes, 3 batons

1. Each student scoots to the graveyard (a box) carrying both a baton and a skeleton. The student drops the skeleton in the graveyard.
2. The student scoots back to the next person, handing the baton to that person. Each team takes an equal number of turns.

“Horseshoe Pumpkin” - 3 hoops, 9 balls

1. The objective is to get the ball to stop inside of the hoop.
2. Students line up in single file formation. Students toss or roll the ball towards the hoop.
3. The first team to land a ball inside of the hoop is finished.

“Halloween Sprint” - 3 batons, 3 cones, tape, 3 sets of index cards with the letters of “Halloween” on the sets of cards (each letter printed on a separate index card - alternate the letters in orange and black)

1. Each team gets a lettered index card. Each card needs tape on the back.
2. The objective is to get “HALLOWEEN” spelled correctly on the wall.
3. Each student carries his letter and the baton to the wall. The student places his letter on the wall, runs back to his team, hands the baton to the next person, and so on.

“Carry-the-Corpse” - 3 cones, 3 blankets

1. One person rides on the blanket while 2 other students pull the blanket down, around the cone and back to the next threesome.
2. Each team takes an equal number of turns.

Submitted by: Mary Jo McClelland, Southwood Jr/Sr High School, Wabash, IN

Cone Wars

Students in grades 4 - 12 will enjoy this fitness activity. To keep the attention of the older students, divide them into teams and have a round robin tournament.

You will need cones or other objects that can be set up and knocked down (Pringles™ cans or bowling pins work well). The number of objects should equal the number of students participating plus 2 or 3 extras per team.

Divide the playing area in half (a basketball floor works well for four teams, if you play across the width and use the half court line to separate the teams playing side by side), one team with set up their objects in their half of the area. The teacher will have to knock over some of the pins in each group. Each team will start behind their respective sideline.

The object is to knock down as many of the opposing pins as possible, while setting up your teams pins that have been knocked down. The catch is that you can only use your hands to knock pins down and you can only touch one pin before returning to your starting sideline.

This is where the fitness comes in, you must return to the sideline and cross it each time you set up one of your pins or knock down an opponents' pin. The team that has the most standing at the end of one or two minutes is the winner.

To keep interest, just rotate the teams so they are always going against a different team.

Submitted by: Debbie Riga, Columbus North High School, Columbus, IN

Looking for a Chance to be Published?

THE IAHPERD JOURNAL IS REFEREED.

Students — Graduate Students

Teachers At All Levels

Homework for Physical Education/Health

October 5, 1996

Dear _____, class code _____

I hope you are enjoying life in Australia. It is too bad that you live so far in the Outback that it is necessary to earn credits for school by correspondence.

This letter contains the homework necessary for you to earn a star in physical education class. Please complete the homework, have your parents sign the worksheet, and return it by post on Monday, October 14.

PHYSICAL EDUCATION HOMEWORK BY CORRESPONDENCE

MONDAY OCT. 7

1. Do 30 jumping jacks
2. Write down the number of sit-ups you did in one minute?
3. Do the butterfly stretch for one minute
4. For extra cred it, select an exercise/activity of your choice and print it here _____
Parent's initial_____

TUESDAY OCT 8

1. Do 10 pushups
2. Do the hurdle stretch for one minute
3. Jog in place for two minutes
4. For extra cred it, select an exercise/activity of your choice and print it here _____
Parent's initial_____

WEDNESDAY OCT 9

1. Do wall pus-ups for one minute
2. Do 40 jumping jacks
3. Walk like a dingo through the house 3 times
4. For extra cred it, select an exercise/activity of your choice and print it here _____
Parent's initial_____

THURSDAY OCT 10

1. Do the knee pull stretch for 1 minute, switching legs after 30 seconds
2. Jump through the house 3 times
3. Measure how far forward you can jump from a standing still position
4. For extra Credit, select an exercise/activity of your choice and print it here _____
Parent's initial _____

FRIDAY OCT 11

1. Do 50 jumping jacks
2. Walk like a koala bear through the house 3 times
3. Write down the number of sit-ups you do in one minute _____
4. For extra cred it, select an exerci se/activity of you r choice and print it here _____
Parent's initial_____

Submitted by: Delores Wilson, Haverhill Elementary, Fort Wayne, IN

ATTENTION

FIRST ANNUAL MIDWEST AFFILIATE JRFH/HOOPS WORKSHOP

July 30-31, 2002

Valparaiso University • Valparaiso, IN

This workshop will focus on new ideas, conducting successful events and jump and hoops skills. Time will be dedicated to sharing ideas with colleagues from Indiana as well as Illinois and Michigan. Learn the newest information and technology. Sandy "Spin" Slade will be on hand with her basketball demonstration as well as to conduct two skills clinics. The Thump Jumpers from Fort Wayne will give their jumping demonstration and help teach basic, intermediate and advanced jumping skills. Look for surprises during the Tuesday evening social as well as throughout the workshop.

Please send your name, address, telephone number and e-mail address to:

Tammy Mayes, AHA; 312-346-4675 ext.248 (e-mail: tammy.mayes.heart.org)

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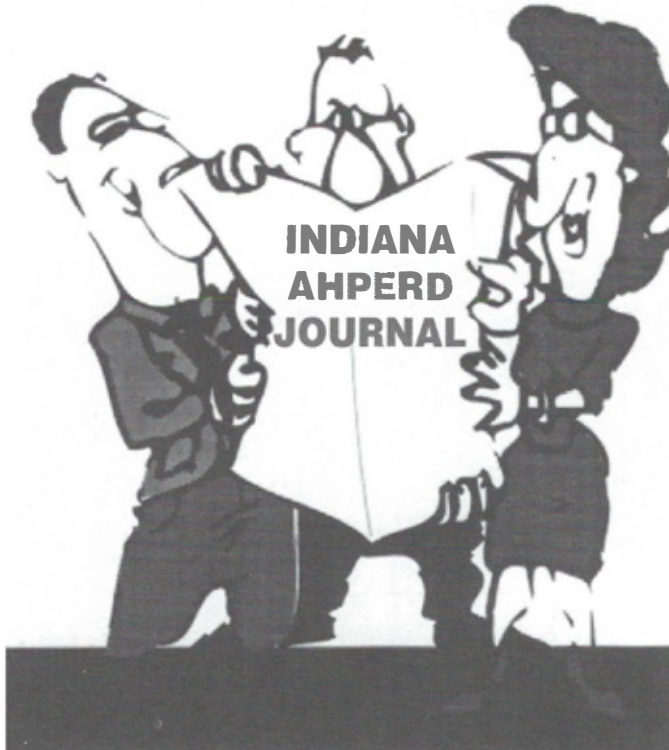


AAHPERD'S RETIREE NETWORK

The Alliance Retiree Network Committee (ARNC) plans a number of activities for retirees at the AAHPERD convention in San Diego. Along with a business meeting and a special retiree booth in the Exhibit Hall, ARNC will host two social activities for retirees —a clutch-treat breakfast get-together plus a Friday afternoon social to be held in the President's Suite from 4:30-6:00 p.m. Traditionally, retirees bring a small item to the social that can be used for a door prize. As well as participating in the door prize drawings, retirees enjoy good food and an opportunity to learn about the activities of other retirees.

The program meeting sponsored by the ARNC will feature Dr. Roberta Rikli (California State University, Fullerton) discussing Predictors of Successful Aging - A Fitness "Check-up" for Seniors. The session will present a new easy-to-use fitness test for seniors and will show how to evaluate functional mobility relative to national norms and to standards for independent living.

The ARNC, open to all AAHPERD retired members, is the structure of AAHPERD that encourages, promotes, and supports active, healthy, productive retirees. It provides retired Alliance members with a variety of opportunities to continue participating in professional, social, and recreational activities of the Alliance. For more information about ARNC, contact AAHPERD. Information about the ARNC is also on the AAHPERD website at http://www.aahperd.org/aahperd/about-committees_retirees.html.



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You are invited to experience...



NEW ALLIANCE

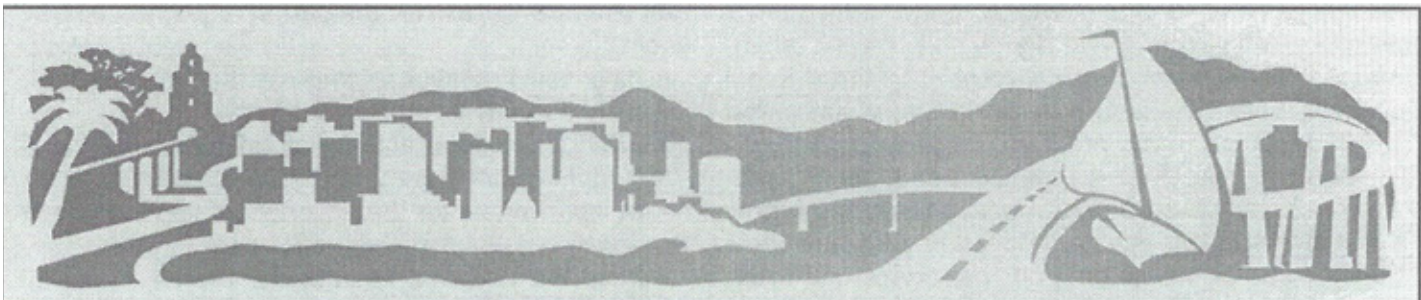
Power in Partnership



AAHPERD 2002

**NATIONAL CONVENTION
& EXPOSITION
APRIL 9-13,
SAN DIEGO, CALIFORNIA**

*Sponsored by the
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and California AHPERD*



EARLY-BIRD Convention Registration Fees

(by January 25, 2002)

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| AAHPERD professional member | \$160 (nonmember \$340) |
| Professional California AHPERD member | \$160 |
| AAHPERD graduate student member | \$60 |
| AAHPERD undergraduate student member | \$25 |

ADVANCE Convention Registration Fees

(by March 22, 2002)

| | |
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| AAHPERD professional member | \$195 (nonmember \$440) |
| Professional California AHPERD member | \$195 |
| AAHPERD graduate student member | \$75 |
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Developing Conceptual Change

Developing Discernment

Expanding Awareness of Appropriate Activities

Reprinted with Permission Teaching Elementary Education, (13) 1, 2002

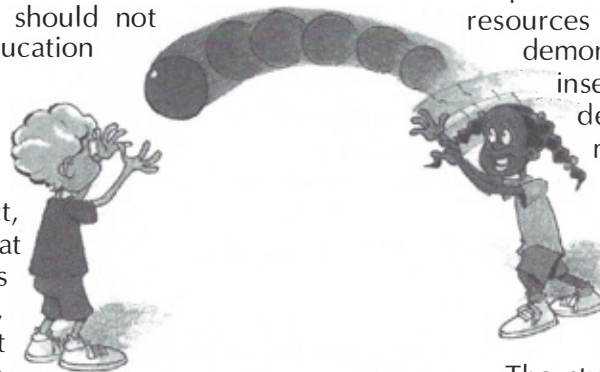
by **Amelia Mays Woods**

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As I waited in the gym to speak with Jake, the cooperating teacher who would host one of my students the following semester, he called out to his class, "All right, everyone, let's divide into teams for a game of dodge ball." I was dumbstruck. How could it be that a physical educator was still teaching dodge ball? Even in my own years as an undergraduate, I learned that dodgeball was not to be included in the curriculum. Any activity that invites proficient students to target those less skillful violates good educational practice. Jake's inclusion of dodge ball posed a dilemma, as I would not want my student to be thrust into a position where she would be pushed to violate what she had learned in our program.

Because Jake had completed our graduate program only two years before, I began to question how the students in our teacher education programs view dodge ball. Are we guiding our preservice and inservice teachers to effectively determine the appropriateness of learning experiences in physical education? Can we stress more emphatically that low participation-rate activities, elimination activities, and overemphasis on competition should not be part of a quality physical education experience?

Students come into undergraduate programs with many preconceived beliefs about physical education. In fact, Lawson (1983, p.3) avers that "[t]he socialization of teachers begins in early childhood, results in a subjective warrant for teaching physical education, and continues upon entry into teacher education programs." Hutchinson's (1993) research supports the notion that established beliefs of preservice teachers significantly affect the images they form of physical education teaching before the completion of their preparation. This socialization also influences their perception and actions once they are established as teachers (Lawson, 1986).



As succeeding cohorts enter teacher education programs, beliefs about the appropriateness of traditional activities need to be examined to challenge outmoded theories and develop effective teacher practices. The tasks created for students in daily lessons have their origins in what educators believe about appropriate or inappropriate activities. Thus, the movement tasks presented to students are central to the instructional process in physical education.

Movement experiences should emphasize learning in physical education. Therefore, before designing curricula, teachers need to consider whether the experience will help the students meet specific goals for learning. Rink (1998, p. 70) suggests that teachers use four essential criteria for the design of learning experiences:

- have the potential to improve the motor performance / activity skills of students
- provide maximal activity or practice time for all students at an appropriate level of ability
- be appropriate for the experiential level of all students
- have the potential to integrate the psychomotor, affective, and cognitive educational goals

These criteria can serve as a framework for teachers when developing lesson plans and written reflections on practice. The following supplemental resources and learning experiences demonstrate activities preservice and inservice teachers can employ to determine appropriateness of movement tasks.

Dr. Susan Lynn, Florida State University teacher educator, uses an assignment to help students explore the use of Rink's four criteria for the design of learning experiences.

The students are asked to decide the ways each given movement task does or does not meet the criteria. The following is one example:

"Twenty-five eighth grade students are divided into two groups to practice the chest pass." Another sample movement reads, "The goal of the ninth grade lesson is to improve physical fitness. Everyone is instructed to do 50 sit-ups, 20 push-ups and run/walk a mile." After reading the tasks, students may work in

small groups to determine the appropriateness of the learning experiences and later come together to discuss the movement tasks as a class.

The National Association for Sport and Physical Education (1992) has identified developmentally and instructionally appropriate and inappropriate practices for instruction of young children. One example defines as appropriate that "[e]quipment is matched to the size, confidence, and skill level of the children so that they are motivated to actively participate in physical education classes." Identified as inappropriate is when "[r]egulation or 'adult size' equipment is used, which may inhibit skill development, injure, or intimidate the children." These straightforward examples provide guidance for preservice and inservice teachers.

"The Physical Education Hall of Shame" (Williams, 1992) and "The Physical Education Hall of Shame, Part II" (Williams, 1994) present similar principles. Williams lists a number of popular games or activities he views as inappropriate, though they have traditionally been part of physical education programs. Among those listed are dodge ball, Duck Duck Goose, Line Soccer, Messy Back Yard, and Steal the Bacon. Because of the controversy he raises, readers are forced to examine and reevaluate prior beliefs about these activities.

Dr. Kevin Hussey, teacher educator at Eastern Illinois University, requires preservice teachers to participate in movement activities to get a first-hand look at what the learners may experience. For example, after students engage in relay races, class members discuss what it made them feel like to stand in line for several minutes before participating only to be pressured by teammates and watched by all who are not competing. Also, Hussey assigns movement tasks such as badminton to model developmentally appropriate activities. Students hit smashes and drop shots with a partner to develop skills and provide increased practice time.

In a similar attempt to encourage her students to empathize with participants, Dr. Terry Sweeting University of California teacher educator, utilizes videos of children engaged in movement tasks to demonstrate appropriate and inappropriate activities. By focusing on one participant, students are able to see the amount of practice time, the quality of that practice, and the dynamics of group interplay. This allows students to examine for themselves the positive or negative effects of the activity.

Enactment is another means of helping preservice teachers recognize appropriate and inappropriate activities. Dr. David Langley, Indiana State University, was dismayed when he arrived at a middle school to observe and found the student teacher he was supervising had begun a game of dodge ball with his students. Rather than confront the teacher candidate on

the scene, Langley scheduled an appointment to discuss the observation. Prior to the meeting Langley composed a dialogue between a university supervisor and his mentee. When the student teacher came to the appointment, Langley assigned the student to read the role of the supervisor and took the role of the student himself. This allowed them to discuss the event as fiction rather than fact and thus opened the arena for a rich discussion of the student's perspective. Langley's integration of enactment demonstrates implications for classroom practice as well. Students can join in small groups to shape scripts that illustrate appropriateness and inappropriateness of given activities. By collaboratively constructing a discourse on the merits of movement activities, the students are required to articulate a rationale and support that rationale with theory. Then, as the enactment is performed for the rest of the class, discussion may be sparked compelling students to defend their choices. Rink's (1998) criteria for the design of learning experiences parallel the guidelines set forth by NASPE and the "shame" described by Williams (1992, 1994). All agree that some standard for determining appropriateness is essential. Through class discussions, physical participation, video viewing and enactment, students are offered a lens for viewing activities once thought appropriate that hinder positive learning. They also are able to visualize experiences that offer maximal engagement and successful skill building. Challenging prior beliefs about appropriate physical activities is essential in guiding preservice and inservice teachers toward becoming more effective practitioners.

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Hoops For Heart is a great basketball event that can be done all all age levels. Kids practice basketball skills and play fun and exciting skills games. Students also obtain donations and receive super thank-you gifts based on the dollars they raise. Its extremely flexible and can be scheduled whenever it's most convenient. It can be conducted in school by physical education instructors, coaches or teachers. You can hold your event during physical education class, lunch or before or after school.



WHAT COORDINATORS AND STUDENTS ARE SAYING ABOUT HOOPS FOR HEART!

"I participate in Hoops for Heart because my grandma died of heart disease. so I want to help others who suffer with it. I would tell other students to participate in Hoops for Heart because you might have a stroke in the future. Each year when the time comes around for the event you should have a gripping commercial, so when the kids come around people will know where their money is going"

-Mallory, Highlands School, Birmingham AL

"The materials were very helpful and clear! The kids, faculty and support of administration contributed to the success of our event."

-Greg Peterson, Fieldcrest West Middle School, Toluca, IL



"Over 120 4th - 8th grade boys and girls participated from the Tri-Cities area. It has grown in popularity and we are thrilled!"

-Kate, Tri-Cities YMCA, Spring Lake, Grand Haven and Ferrysburg, MI

"Hoops For Heart is a great opportunity for the kids to help their families and relatives, many who suffer from heart disease or stroke"

-Dawn Schabacker, Lyons Township High School, Western

"We had students help keep score, record scores. We also had teachers and a few other volunteers helping out. The students really enjoy doing this event at this age level!"

-Kathy, Marine Grade School, Marine IL

"A few weeks before this took place, my granddaddy had a triple bypass surgery. You did a great thing for my family, and I want to thank you so much! I want to help those that can't afford to pay for their loved one's surgery. I would tell other students to participate in Hoops for Heart because there are families that need all of the help they can get. It wouldn't hurt you to give at least \$2 of your allowance to help these people. You would want help too if you were in this situation. Thank you so much for helping my granddaddy through his heart attack and bypass surgery. Thank you!"

-Stacie, Honeysuckle Middle School, Dothan AL



Developing Conceptual Change

Developing Levels of Conceptualization for Teachers of Physical Education

Reprinted with Permission Teaching Elementary Education, (13) 1, 2002

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Students who decide to become physical education majors typically enroll in university courses with the basic intention of earning a college degree and obtaining a license that allows them to teach in the public schools. These students come to the college learning environment having approximately 13,000 hours of educational experiences in classrooms (Lortie, 1975). It must be noted that these hours of educational experiences are obtained through the perspectives developed as "students" and not through perspectives as "teachers." The transformation from student perspective to teacher perspective begins to occur during the teacher education program and carries on through the induction phase of professional development. That is, the physical education majors and beginning teachers start to understand the teaching-learning process as teachers instead of as students. Subsequently, their prior conception of teaching may be altered.

It is assumed that acquiring subject matter knowledge and developing teaching methodology in university coursework facilitates the change in conceptions of teaching. With the aid of professional conferences and mentor programs, beginning teachers are encouraged to continue acquiring this content and pedagogical knowledge. Through this developmental stage, physical education majors' and beginning teachers' understanding of teaching takes the form of different levels of conceptualization: preconceptions, naive conceptions, appropriate conceptions, and misconceptions (Clement, 1993; Klaassen & Lijnse, 1996; Odom, 1995; Placek, Griffin, Dodds, & Briand, 1998; Sanger & Greenbowe, 1997).

Preconceptions

Preconceptions represent the perspectives, beliefs, understandings, or knowledge a student holds prior to formal instruction. In the educational research, Clement (1993) defines preconception as "a conception in a certain area that is present in a student prior

to instruction" (p. 1242). That is, a preconception is the understanding one has about a concept prior to receiving knowledge from a source of authority. Informal, prior experiences obtained outside of the educational environment are believed to be the origin of preconceptions for most physical education majors and physical education teachers. Preconceptions developed by students may or may not be congruent with the desired goal of the teacher.

In the physical education setting, a preconception is described as knowledge constructed by a physical education major prior to receiving formal instruction. For instance, the understanding that a physical education major or beginning teacher has about what a physical education teacher does on the job and how he or she conducts class is a conception that developed without having the benefit of university instruction. The majors have developed this preconception as a "student" and not as a "teacher."

One example of a preservice teacher preconception is that teaching physical education is an easy job. The physical education majors believe that all a teacher has to do is pick teams and tell the students which game to play. This preconception is an understanding that is constructed by future (preservice) teachers before content and methods courses in teaching are experienced.

The example above is classified as a preconception because the physical education majors are unaware of the responsibilities of the teacher that are not directly observed by students. For example, physical education teachers are often involved with such tasks as creating a schedule of the curriculum, planning units of instruction, attending faculty meetings, keeping student records, and organizing and supervising intramural programs. In addition, physical education teachers are often enlisted for duties outside of the gymnasium environment, like supervising students entering and exiting the school buses and attending parent meetings with regard to a student.

A preconception held by physical education teachers is that students are actively listening to instructions when they are not observed or heard talking to their classmate(s). It is believed that because the students are not observed or heard to be communi-

cating with neighbors, they must be attending to the teacher. The students are looking directly at the teacher, giving the appearance that they are listening intently.

What makes example two a preconception is that it is unknown whether the students are attending to the teacher or whether they are thinking about something far different than that of the teacher. They may be visibly complying with the teachers' expectations of behavior during instruction. Unfortunately, these obedient students may be engrossed in thought about things unrelated to the lesson and are merely sitting still.

Preconceptions are open to modification as the physical education major or teacher acquires formal information relative to the school environment. Through this process of development, physical education majors and teachers may begin to develop the perspective of a teacher from the longheld perspective of being a student.

The next level of developing conceptions acknowledges that the physical education major or teacher has acquired some

formal education, yet the understanding or beliefs may not be fully developed, strongly held appropriate understandings.

Naive Conceptions

A naive conception is the perspective, understanding, or beliefs of physical education majors or teachers that are underdeveloped. Placek and colleagues (1998) suggest that naive conceptions may be different from experts' conceptions or may be an "incomplete" version of the experts' appropriate conception. When introduced to an innovative teaching method through college coursework or professional conferences, physical education majors or teachers holding naive conceptions will readily accept the new method into their conceptual understanding. That is, the physical education teachers' knowledge base is altered to accommodate the new method as one that they may use in the gymnasium.

Naive conceptions may or may not be accurate because the physical education major or teacher continues to develop a complete, personally meaningful understanding. It is not possible to classify the naive conception as an appropriate conception because the belief and understanding is predisposed to modification before the conception may be fully realized and strongly held by the learner. Likewise, it is possible for

the naive conception to develop into an inaccurate conception or misconception.

For example, the physical education teacher should apply the same instructional format to all units. In this situation, the teacher organizes the drills for students to practice one skill at a time in order to develop some level of proficiency. Majors and teachers believe it is most important that students experience individual skill work with each of the skills involved in the regulation game. All of the necessary skills are independently taught and practiced in a closed skill environment. Once all skill drills have been taught and practiced, the remaining time in the unit is spent playing the official, regulation game, which is accomplished by organizing a tournament format for the class to follow.

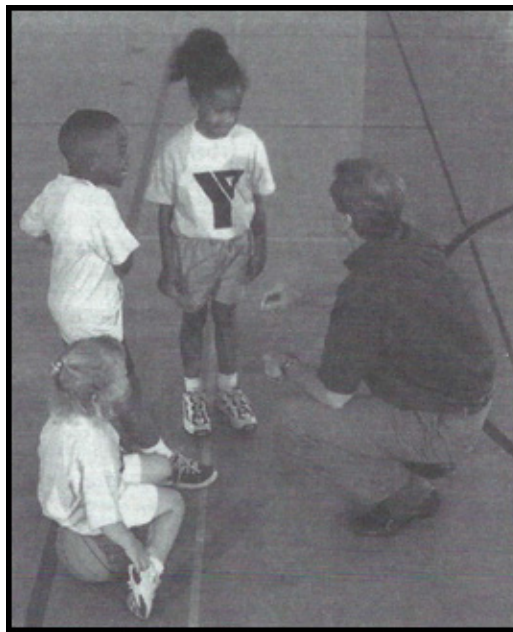
Two naive conceptions are contained in this example. The first is the belief that practicing skills individually will help develop skill proficiency.

Practicing the skills without combining them with practice in an open skill environment and a modified game play situation encourages learners to develop skill proficiency in a context that is unlike what will occur when students are playing the game. For example, volleyball players rarely make forearm passes to themselves during a regulation game or back and forth to one partner. Yet, physical education majors and teachers encourage this drill when developing the volleyball passing skills. Further, physical education teachers give skill tests of counting the consecutive number of forearm passes that students complete to themselves in a given time period.

To modify this naive conception, physical education majors

and teachers need to apply the individual skills to an open, more game-like practice situation prior to delving into game play. For example, a practice situation such as receiving a serve and forearm passing to a teammate is practicing the skill in an open (changing environment) setting rather than a closed one (forearm passing to self). This application of the individual skill of forearm passing helps students bridge the gap between individual skills and how the skills work in a game situation.

The second naive conception is that physical education majors or teachers will learn that the intermediate stages of game play development are omitted in the teaching method described in naive example one.



Preconceptions and naive conceptions about teaching.

The teacher organized an instructional unit that attempts to develop the skills involved in the game and to utilize those skills in game play. Individually practicing skills followed by regulation game play ignores important progressions for students to experience when learning to play a game.

A second example: Children will be able to perform a skill accurately by merely watching the physical education teacher's demonstration. Striking a tee ball, for example, is a skill the physical education teacher believes students should learn. The teacher tells the students to watch how he or she hits the ball. The teacher then strikes the ball in a skillful demonstration and sends the students off to practice what they just observed.

The example of the demonstration naive conception shows that by demonstration alone, students will not be able to develop all of the components of a successful tee ball striking skill. The students will need to practice components such as where to stand in relation to the tee and ball, how to properly hold the bat, how to extend the elbows and arms prior to making contact, stepping forward with the front foot to transfer weight, and how to follow through without letting go of the bat.

Physical education majors and teachers were probably high skilled learners and developed the ability to pick out key components of skills to practice. The majority of students, however, will find * very difficult to accomplish successful striking by merely watching a skilled demonstration.

Appropriate Conceptions

The beliefs, conceptions, and understanding of information held by the physical education major or teacher that is in accordance with the beliefs of experts in the field is an appropriate conception and refers to a commonly accepted viewpoint that a teacher intends for learners to comprehend in a given context. Examples of appropriate conceptions may include accurate conceptions of information such as how to perform a skill, characteristics of an immature striking action, how to transition from partner drills to modified game situations, and how to begin a regulation soccer game.

For example, a physical education teacher builds on the skill development in a sequential manner from year to year. Knowing that the class practiced the proper shooting technique during a unit on basketball the previous year, the physical education teacher instructs the sixth graders about offensive strategies in small game situations. Organized in small sided groups of three versus three and three versus two, the students practice implementing such offensive strategies taught one at a time as moving to an open space to receive a pass or get free from a defender, repositioning closer to the basket in order to be ready to try

to score, looking for teammates after catching a pass instead of automatically dribbling, and making a chest pass and then cutting to the basket in hopes of a return pass.

The appropriate conception example above highlights merely one way of organizing a learning setting. Experts may have strong beliefs about what the best method of teaching for a given context would be. Further, experts would find it difficult to agree on one precise and unanimous strategy for any situation. This level of conceptualization is classified as "appropriate conceptions" because a handful of correct conceptions may be accurately applied to this learning situation (depending on the students' needs). Given the context as described in example one, experts would agree that appropriate conceptions were identified.

A second example: The physical education teacher knows that children tend to open their rounded body shape by straightening the back when learning to execute a forward roll. The teacher instructs the students to place a bean bag near their belly button while in a crouched position, hying not to let that bean bag fall to the ground before finishing the forward roll. Followed by a teacher demonstration whereby the bean bag does not prematurely fall to the ground, the teacher has the students practice keeping a tucked, rounded body shape as they learn the process of forward rolling. The example is appropriate because the teacher knows that the bean bag may serve as a helpful reminder for the students to remain in a rounded shape throughout the roll instead of opening up and erroneously taking the body weight on the head with the back extended.

The final level of conceptualization for physical education majors and teachers surpasses preconceptions, naive conceptions, and appropriate conceptions. The final level is the most complex level of conceptualization called misconceptions. The most complex level of conceptualization addresses strongly held conceptions in physical education that are erroneous or inaccurate beliefs.

Misconceptions

Conceptions held by physical education majors and teachers that are unlike understandings held by experts are considered misconceptions (Clement, 1993; Klaassen & Lijnse, 1996; Odom, 1995; Sanger & Greenbowe, 1997). That is, misconceptions are beliefs one strongly holds that contradict what is believed by individuals in positions of authority, proficiency, or competency.

For example, a physical education teacher might understand that the ball moves in a backward one length of the ball when beginning a regulation soccer game. The teacher, who has taught the same rule for over 10 years, instructs the class that the ball moves backward for at least one ball length in order to start

the soccer game. The most important point of information is that the physical education teacher strongly believes that to be the proper rule. Teachers know that soccer games begin with a backward motion of the ball and don't question themselves because they know it to be true. When students who have had some soccer experience question this rule, teachers disregard the students as being unaware of regulation rules.

The above example is a misconception because of the strength and conviction with which the teachers understand the rule. Not only have they taught the same rule for multiple years, but attempts at modifying the misconception (by students challenging the rule) are unsuccessful.

Aren't misconceptions the same thing as mistakes? Errors and mistakes are not the same thing as misconceptions. Misconceptions consist of strongly held beliefs that are difficult to change (Huddle & Pillay, 1996; Lumpe & Staver, 1995). When physical education majors or teachers make use of corrective information to change their response or behavior, then a mere mistake was made. For example, after being corrected, a child alters his throwing pattern of stepping with the same foot as the throwing hand to stepping forward with the nondominant foot is an instance of a mistake. Errors and mistakes are easily changed because the student understands the concept and acknowledges the accuracy of the correction.

It is probable that physical education majors or teachers do not recognize that their conceptions are inaccurate. This probability contributes to the difficulty in altering misconceptions. Individuals tend to not believe something that is perceived to be incorrect or untrue. However, when the misconception is passed on to students as accurate information, we may have a larger issue at hand.

Another example: Physical education majors or teachers believe that the most effective type of baseball or softball hit is a grounder. The grounder is the best choice among the hits of line drives, pop flies, and bunts. The teacher instructs the students that the grounder is the best hit to make because it forces the defense to make an accurate play. By making a ground roller, chances exist that the fielder may make an error while collecting the ball or may throw to the base in error. Further, the base person may commit an error while attempting to catch the ball. Over a period of time, the teacher has firmly established this conception as being accurate.

The above example is a misconception because grounders are not the most effective hit to make in every situation in the game. In some instances, for example, the best way to move runners ahead in the bases is to hit a long fly ball as a sacrifice rather than risk a ground ball that has potential for or allows the opportunity for fielders to make a double play. The teacher has grown to strongly believe the rationale for the grounder being the best play.

Misconceptions are modifiable for some individuals, although these erroneous conceptions remain resistant to modification. As the most complex level of conceptualization, it is hoped that misconceptions are developed infrequently. Meaningful information such as written documentation, seeing a situation occur that contradicts those beliefs, or consistent challenging of the misconception may cause the physical education teachers in the examples to modify their (inaccurate) beliefs.

The initial level of conceptual development is referred to as preconceptions, which are developed from informal experiences and typically occur from the perspective of a student instead of a teacher. Naive conceptions represent the beliefs and understandings that are still being formalized and are held, but not at the exclusion of additional information. Naive conceptions are not strongly held by the physical education major or teacher. An appropriate conception is the belief and understanding that is consistent with the conceptions of experts in positions of authority, proficiency, or competency in the profession. Misconceptions represent those beliefs and understandings not comparable to the understandings of the experts. Unfortunately, misconceptions remain difficult to identify because the person is unaware that their understanding is erroneous.

Misconceptions typically become strongly held over time and are resistant to change.

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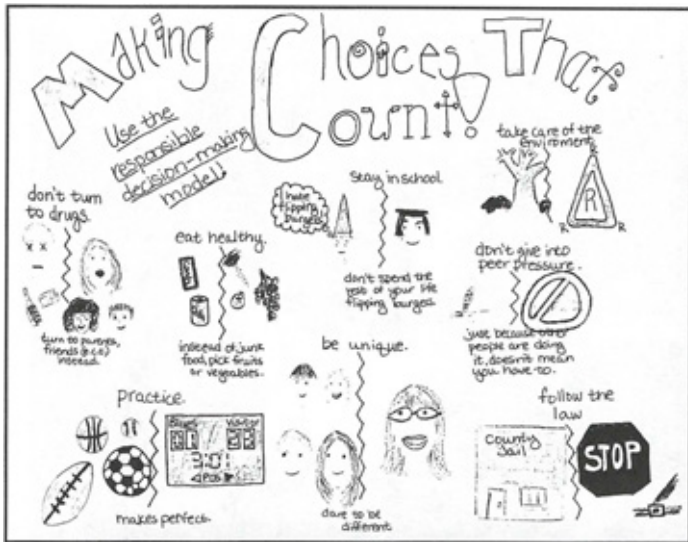




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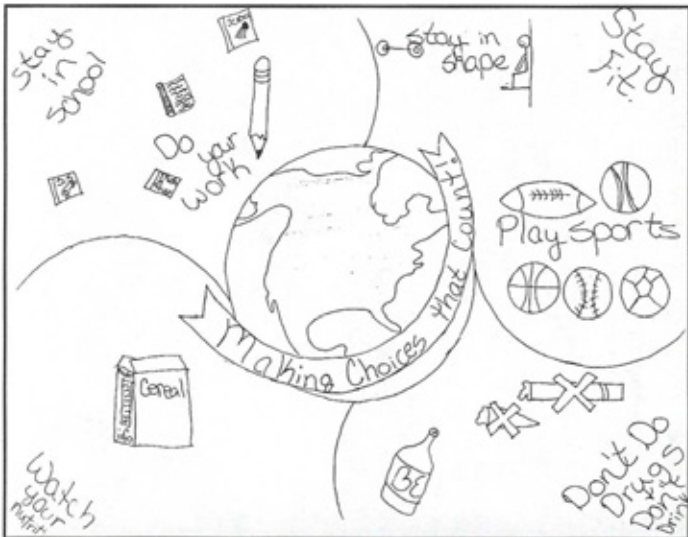
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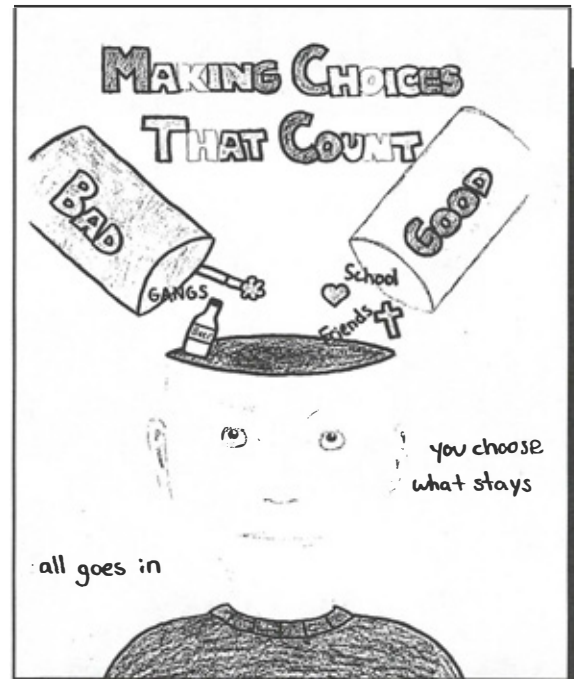
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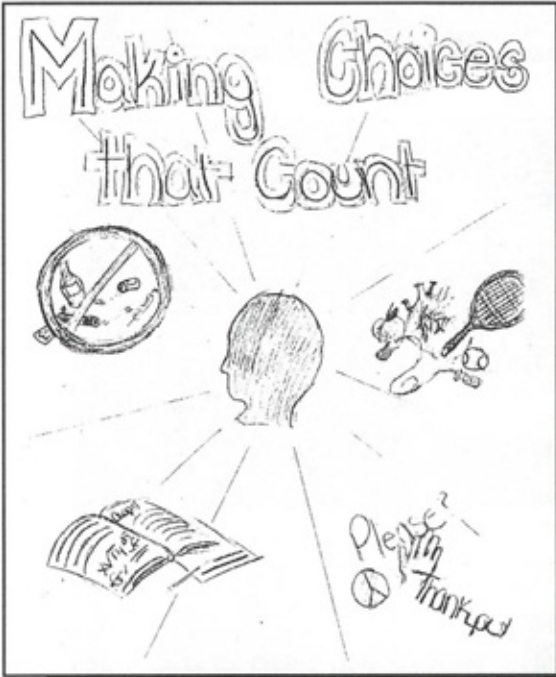
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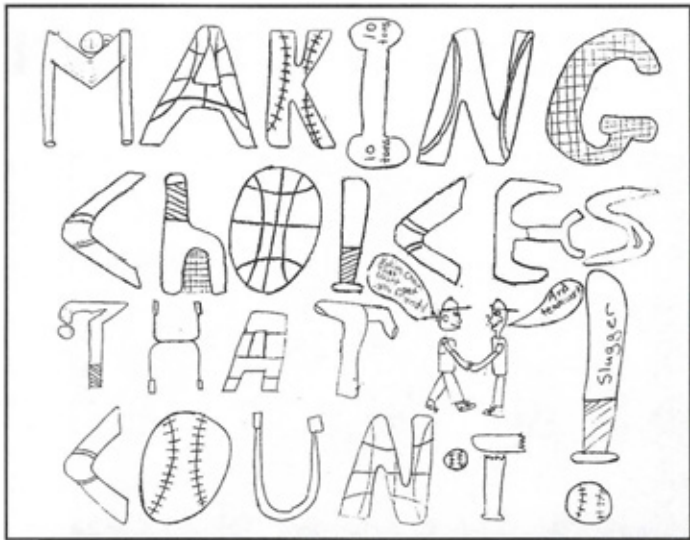
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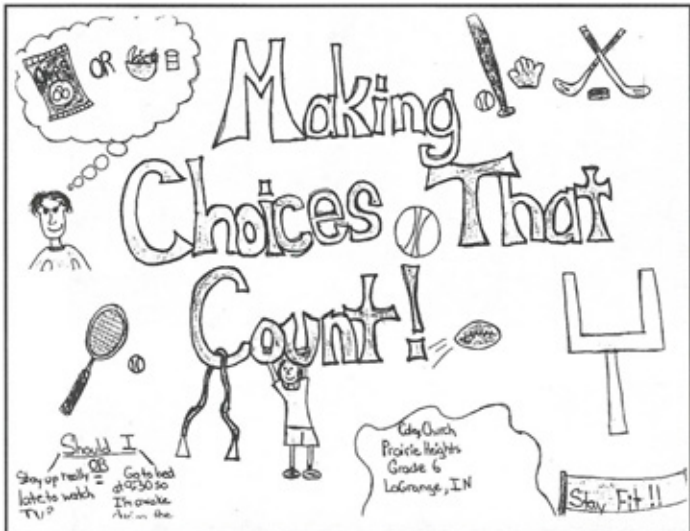
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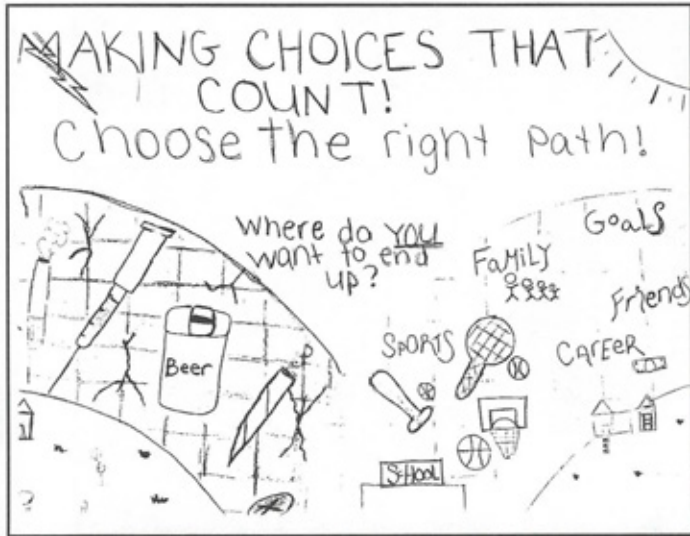
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Mallory Elliot

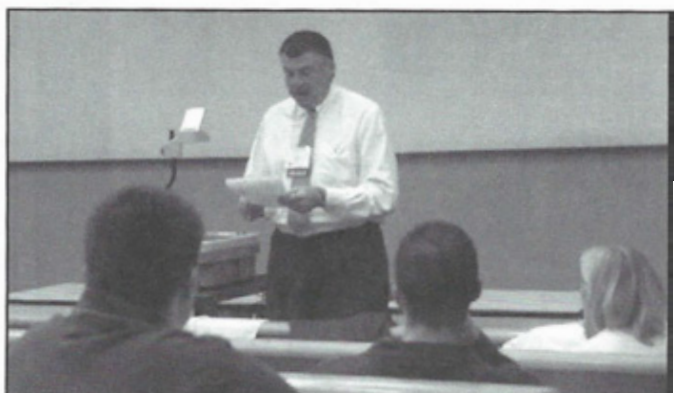
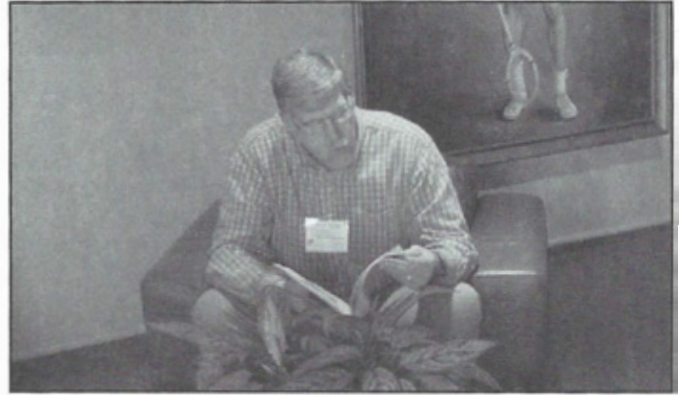
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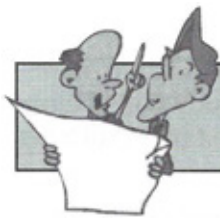


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Region 3 • Woodrow Wilson Mid School, Terre Haute

Around the Convention 2001





Developing Conceptual Change

Redirecting the Dodge Ball Debate

Structured Role Playing as Method Transform Preservice Teacher Beliefs

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The professional interest aroused by the game of dodge ball is both impressive and disturbing. Beginning with the Hall of Shame series (Williams, 1992), continued conversation has proceeded on a number of fronts, most recently the April 2001 issue of JOP-ERD, national print media reports, Sports Illustrated, television commentary, and the online debate as observed on the PE Central website. Everybody wants in.

Can any good come out of this? It is becoming increasingly clear that no single argument—or group of those who defend dodge ball as an appropriate activity for our children. In many ways, the game symbolizes deep and pervasive attitudes about the nature of physical education in the schools the freedom if teachers to choose activities for their programs, and the relative “harm” of playing the game compared to more serious issues that threaten our schools. How can the physical education profession redirect the dodge ball debate in teacher education programs in order to set the stage for transformation in the belief systems of loyal defenders of the game?

Transformation is a term that is widely used in education and is often linked with any change process. Mezirow (2000) defines it as a process of revising taken-for-granted assumptions through critical reflection. Because it involves dislodging deep-seated beliefs and perspectives, transformative learning can be “an intensely threatening emotional experience”

(Mezirow, 2000, p. 6). One method of triggering a transformative experience is through role reversal exercises (Cranton, 1994). Role reversals can create a sense of disequilibrium and stimulate critical self-reflection, a key component of any learning process.

The purpose of this paper is to describe a recent role-playing exercise involving a university supervisor and a student teacher that examined the student teacher’s long-standing support of dodge ball. The supervisor had become

aware of the use of dodge ball in the student teacher’s curriculum, and a direct confrontation to

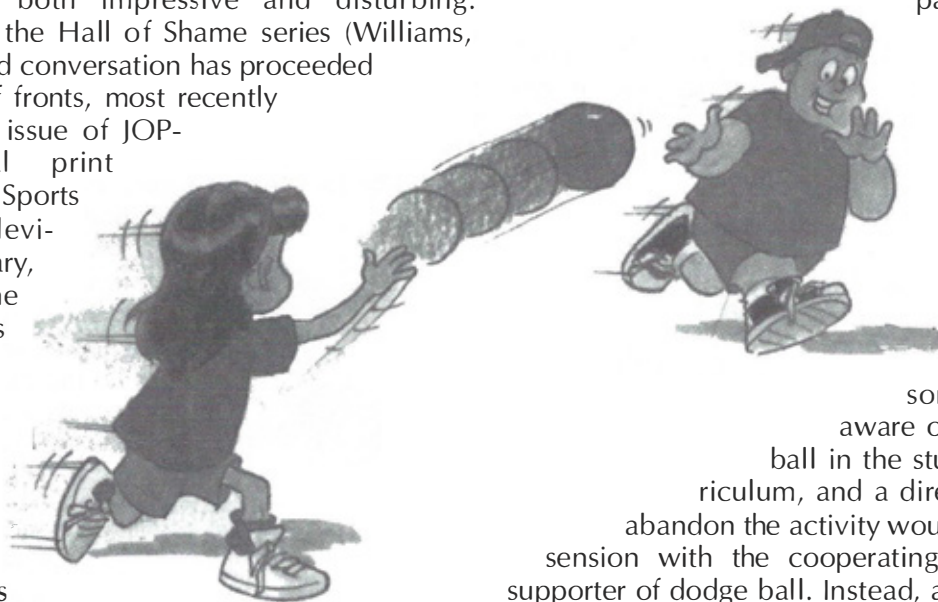
abandon the activity would have created dissonance with the cooperating teacher—a strong supporter of dodge ball. Instead, a different approach was formulated. A script was constructed involving an imaginary but realistic conversation between a defender and an opponent of dodge ball. Reasonable arguments based on current media accounts were brought forward to the debate. A key component of the exercise was to have the university supervisor play the role of the dodge ball defender. The defender was viewed as a first year teacher in a middle school setting. In contrast the student teacher played the role of the dodge ball opponent (a teacher educator at the university). The conversation follows:

DB Defender: There are lots of reasons why we have dodge ball in our program. I really don’t understand what’s so bad about it.

DB Opponent: What are some of your reasons?

DB Defender: First, dodge ball teaches kids about teamwork and strategy. Kids have to work with others as a team to play the game well.

DB Opponent: I don’t understand the “teamwork” or “strategy” in the simple goal of throwing balls at oppo-



nents. suppose if you put students in the “trenches,” one strategy is to loft a ball high to them in order to throw the ball at a targeted person. But I wouldn’t call that a very sophisticated strategy!

DB Defender: Fine. But dodge ball teaches throwing skills— that’s a skill everyone needs to learn.

DB Opponent: I agree that throwing is an important skill to learn. But I don’t think I’ve ever seen dodge ball played where the teacher stops the game and corrects someone’s throwing mechanics—elbow position, weight transfer, timing, etc. It’s a stretch to say that “instruction” takes place during dodge ball

DB Defender: Maybe “teach” isn’t the best choice of words, but kids still get a lot of practice throwing. We put a lot of balls out there during our version of the game.

DB Opponent: They don’t get nearly as much practice as they would if they simply paired up and played “catch” using baseball gloves. I’ll bet they could get as much throwing in a few minutes as they would get in a 20 minute dodge ball game.

And they’d also practice the skill of catching as well— two useful skills for softball or baseball. Have you ever seen softball or baseball coaches use dodge ball as the primary way to practice throwing?



DB Defender: No. But what about learning how to dodge and weave? Certainly they’re gaining that kind of practice during dodge ball!

DB Opponent: You’re right. They do learn to dodge and weave from a dangerous situation—a ball being thrown at them from high speed over a relatively short distance! But aren’t there other activities that they could be doing to learn about dodging and weaving?

DB Defender: The danger thing is always brought up, but we use softer balls rather than those smaller, hard ones that others might use. And we also limit the throws to below the waist rather than at the head. We’ve got ways of modifying the game. And dodge ball is a good outlet to allow students to release some aggression in a supervised setting.

DB Opponent: I won’t deny that students who play dodge ball probably have fewer injuries than students on the football team. But why put kids in this situation in the first place? Having a lot of balls on the floor may let them throw more often, but the tradeoff is an increase in the risk of the game. Keeping the throws below the waist doesn’t mean that an occasional way-

ward ball wouldn’t eventually find its way into someone’s head. Besides, I have sensitive body parts below my waist that I would rather not have hit by a ball traveling 40 miles per hour!

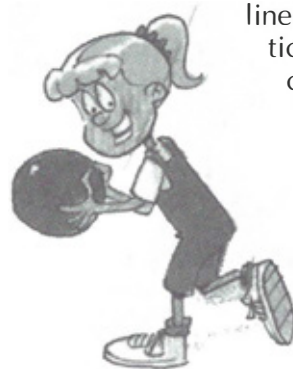
DB Defender: You seemed to step around the idea that dodge ball can be an outlet. Anyway, the kids in my classes are usually laughing and enjoying themselves. They have fun—plain and simple. Don’t you believe in fun?

DB Opponent: I’m all for fun. I think enjoyable learning experiences should be a goal for every unit. But should the idea of “fun” be a primary reason for conducting an activity? Don’t you have other goals in your classes?

DB Defender: Of course I do. And I evaluate my students as well. You make it sound like I don’t know how to do my job!

DB Opponent: Speaking about assessment—how would you assess your students in this dodge ball unit? The number of .times they hit another student with the ball? The number of times they were hit? Can you

imagine a teacher on the sidelines recording those statistics? Maybe you could check on their heart rates with a heart rate monitor to show that they were “participating” at a high level!



DB Defender: Real funny. Kids do get a workout—I see the sweat dripping from their foreheads at the

end of the game!

DB Opponent: Are you sure those drips aren’t from fear of being hit? Just kidding. But if aerobic activity is what you want, there are more than enough activities that can provide a good workout for your students without all of the liabilities of dodge ball. I’ve seen you do them.

DB Defender: Look, dodge ball is a good old American game that’s been played for many years. Nothing that bad can stand the test of time. Both you and I have played it, and we’ve survived. In the big picture, it’s harmless compared to lots of other activities.

DB Opponent: You’re right about the tradition of dodge ball. But what kind of message have we been sending all those years? When students leave our school PE programs, they carry a lot of memories about those classes. And it’s surprising how many of them remember dodge ball as “all they did” in PK. But

when you probe a little deeper, you find they don't respect our profession very much for playing the game. You can almost read their minds: "Same old stuff in PK. Nothing has changed much." And kids talk with parents, too. Sooner or later, other teachers in the school also learn about it. Dodge ball becomes symbolic of the content in our programs.

DB Defender: Look - it's my program, and if I want to play dodge ball, that's my decision—not yours and certainly not any of those textbook writers!

DB Opponent: But it isn't "your" program—the program is for the benefit of the students. I can see that you take some personal ownership in this game, but you — didn't invent dodge ball. And I don't think you should dismiss those textbook writers so quickly. Many if not all have worked in schools just like you or have been involved in supervising field experiences. The Council on Physical Education for Children lists dodge ball as an inappropriate activity for K-12 programs. Our professional associations have an established view on this game and lots of other games that have "stood the test of time" but are nevertheless questionable.

DB Defender: You make it sound like dodge ball is all we do. We do plenty of other useful, appropriate activities in the program. Why should playing this game for a few classes or even a few weeks be such a problem?

DB Opponent: There are lots of critics out there who define us by our worst practices. Consider the History teacher who does nothing but have her students silently read book chapters all hour, asking if they have any questions in the last two minutes of class. We're defined by our outcomes, too. There are students who finish three years of English at the middle school yet still can't put together a coherent story with acceptable language skills. When students leave your PE program, I'm sure you want them to be "physically educated." You want them to leave with a real enthusiasm for doing our activities so that they can build a healthy lifestyle. You and I share more in common than you think. We both love physical activity and want students to enjoy it too.

DB Defender: OK—I'm not sure I'm fully convinced by everything you've said. But I am going to think more about this game and maybe a few other things I am doing too.

DB Opponent: You and I both need professional growth. It's just that any growth or learning experience has an element of risk or fear to it. Learning always involves leaving something behind. That's the catch—and the fun—of growing. I hope we both do it for the rest of our professional lives.

There are a number of opportunities to use this

role-playing exercise prior to the student teaching experience. For example, inappropriate and appropriate activities in physical education are a frequent topic within introductory courses in pedagogy in the student's major. An early examination of student beliefs and assumptions seems warranted given the power that early socialization experiences provide for preservice teachers. The approach used in this paper need not be done one-on-one; the reading can take place in a large group setting, stimulating discussion on the arguments provided by each character. Instead of the instructor providing the script, students could also be given the task to write a script for any controversial issue or activity. This approach would encourage preservice teachers to view an issue from multiple perspectives, engaging them in the critically reflective process that is necessary for initiating the transformative learning experience.

And how did it end up with the student teacher? Following our reading of the script, he reported that the role reversal exercise caused him to rethink how dodge ball is experienced by students and perceived by both teacher educators and the public. He had never closely examined the game carefully along the arguments provided, and hearing himself speak from the perspective of the dodge ball opponent gave him a set of convictions that opposed his taken-for-granted assumptions about dodge ball. We had an amiable discussion on the merits of this role-reversal approach, and the exercise headed off a confrontation that neither of us wanted. I was unable to determine whether he experienced a true revision of previous assumptions and beliefs, or whether he merely engaged in "strategic compliance" with my goals for the exercise. Any one experience—no matter how well crafted—runs the risk of falling short of expectations. Yet it seems he and I had recognized that we could engage a difficult and volatile issue without the usual power differential that pervades most student teacher/university supervisor controversies. Surely that outcome alone provides a reasonable rationale for considering the script-writing exercise as a tool for transforming student beliefs and assumptions.

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NASPE TELLS PARENTS AND ELEMENTARY SCHOOL OFFICIALS “RECESS IS A MUST!”

RESTON, VA, May 15, 2001- “Recess is a critical part of the school day!” responds the National Association for Sport and Physical Education (NASPE) to the potential and actual elimination of recess by elementary school officials. Hoping to gain more academic time, school officials are curtailing recess and physical education in elementary schools. The availability of recess in many schools across the country is often based on preset allocations for teachers’ free and planning times as well as state requirements for student time in the classroom.

“Parents need to know that the elimination of recess and physical education may be detrimental to their children’s overall health and learning,” said NASPE Executive Director Judith C. Young, Ph.D. “A six-hour or longer school day is too long for children to go without breaks and without opportunities for substantive physical activity.

“Time for recess during the day may enhance overall learning in the classroom,” she added. “In addition to providing opportunities for needed physical activity, unstructured time contributes to creativity, cooperation, and learning about social interaction. Children learn how to cooperate, compete constructively, assume leader/follower roles and resolve conflicts by interacting in play. Play is an essential element of children’s social development.”

Young pointed out that “adults do not focus on work or sit in meetings for more than two hours at a time without breaks. Children certainly need similar breaks in their routine.”

While recess is unstructured time, physical education is a planned instructional program with specific objectives. An essential part of the total curriculum, it is the role of quality physical education programs to increase the physical competence, health-related fitness, self-responsibility and enjoyment of physical activity for all students so that they can be physically active for a lifetime.

“In fact, extended periods of inactivity are not

appropriate for normal, healthy children or adults,” Dr. Young said. “NASPE recently issued guidelines recommending that children ages 6 to 11 accumulate at least one hour and up to several hours of physical activity each day. This may occur appropriately in multiple periods of moderate to vigorous activity lasting 10 minutes or more.”

Children must be provided with appropriate physical activity options and taught how to make positive choices. If children do not establish physical activity habits when they are young, they are more likely to experience the negative impact of inactivity as adults.

To have the necessary time for academics as well as recess, the NASPE Executive Director suggests consideration of a longer school day. Teachers are also coming up with new approaches to enhance student learning. In Sacramento, CA, NASPE’s 1994 National Elementary Teacher of the Year, Debbie Vigil, introduces her students to new skills in physical education class once a week and then works with classroom teachers to reinforce those skills during the other days of the week.

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

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Reviewed Article

Teaching Students with Disabilities in Indiana's Physical Education Classes

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An increasing number of students with disabilities are being included in their neighborhood schools. Consequently, physical education teachers are facing more and more challenges on how to teach and fully include those students in their class activities. In Indiana students with disabilities receive physical education instruction in a variety of settings and from physical education teachers with a variety of training. In some cases, a teacher with adapted physical education training may teach students with disabilities outside the regular physical education setting, in separate physical education classes. In other cases, a physical education teacher with no specific, formal adapted physical education expertise might teach a similar student in an inclusive physical education setting.

With passage of Public Law 94-142 (Education for All Handicapped Children Act) and its successor Public Law 101-476 (IDEA) physical education was given primary service status. Special education is defined as: "specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a child with a disability, including (A) instruction in the classroom, in the home, and in other settings; and (B) instruction in physical education." (PL 94-142)

The Federal Register of 1977 states: "Special education as set forth in the Committee bill includes instruction in physical education, which is provided as a matter of course to all nonhandicapped children enrolled in public elementary and secondary schools. The Committee is concerned that although these services are available to and required of all children in our schools, they are often viewed as a luxury for handicapped children. The Committee expects the Commissioner to take whatever action is necessary to assure that physical education services are available to all handicapped children, and has included physical education within the definition of special educa-

tion to make clear that such services, especially designed where necessary, are to be provided as a integral part of the educational program of every handicapped child". (p.42489)

In Indiana, physical education services to students with disabilities vary widely from teacher to teacher, school to school, and district to district. While much anecdotal information is available, very little empirical data has been collected to determine how well physical education teachers actually implement PL 101-476. Thus, this study was undertaken to determine the current status of teaching physical education to students with disabilities in the state of Indiana.

Survey Results

To accomplish the main goal of the study a questionnaire was first developed. It was then pilot-tested with fifteen members of the Northern Kentucky AHPERD coalition. After the recommended changes to the questionnaire were made they were mailed to 200 randomly chosen practicing physical education teachers throughout Indiana. After one month, follow-up phone calls and mailings were made to teachers that received the survey but had not returned it. One hundred sixteen surveys (sixty percent) were returned and evaluated. The characteristics of the respondents included (see Table 1):

- 46% male; 54% female
- 80% with Masters' degrees
- 38% were elementary physical education teachers; 31% middle school physical education teachers; and 31% high school physical education teachers
- 52% taught in rural schools; 22% in suburban schools; and 25% in urban schools

Ninety-six percent of the respondents reported that they have taught students with disabilities, 73% of the time in regular physical education classes where

Characteristics of the Respondents
Table 1

| | | | |
|--------------------|-------------------|----------------------|-------------------|
| University Degree | 80% Masters' | | |
| Gender | 46% Male | 54% Female | |
| Level of Teaching | 37% Elementary | 31% Middle | 31% High School |
| Location of School | 52% Rural Schools | 22% Suburban Schools | 25% Urban Schools |

students with disabilities are included. An approximately equal number of elementary (98%), middle (92%), and high school (98%) physical education teachers reported teaching students in inclusive settings (see Figure 1).

Because so many students with disabilities are taught physical education in inclusive settings an overriding concern becomes how much support and training those physical education teachers have received. The good news is that 60% of the surveyed physical education teachers report they receive some support, usually in the form of the special education paraprofessional coming to physical education class with the students. However, 31% report having no support, while 20% have as their main support the peer tutors they have trained themselves (see Figure 2).

The above percentages indicate that many physical education teachers are receiving support while teaching inclusive physical education classes. However, many others are not receiving the help and support they need from their administrators, special education teachers, and/or related service providers (i.e. physical or occupational therapists). As far as training, 68% of the responding physical education teachers report having had a university course in adapted physical education, but only 17% report having any in-service training on teaching physical education to students with disabilities.

All students with disabilities are required to have an individualized education program (IEP) written for them. Since the federal law specifically lists physical education as part of special education, it is imperative that physical education teachers be a part of the IEP process. The IDEA revision of 1997 requires that a student's IEP indicate the extent to which he/she will NOT participate with non-disabled children. This makes the physical educator more accountable for

ensuring all children with disabilities are included in regular physical education classes, to the maximum extent appropriate. In addition, if a child cannot be included in the regular physical education program the physical education teacher must document efforts, including supplementary aids and services, to involve the student. However, 54% of the physical education teachers surveyed stated they are not involved in the IEP process. The reasons for their non-participation varied, and included (see Figure 3):

- not being included by the special education teacher (76%)
- never told when the IEP team meets (28%)
- IEP team meetings scheduled when the physical education teacher is teaching classes (38%).

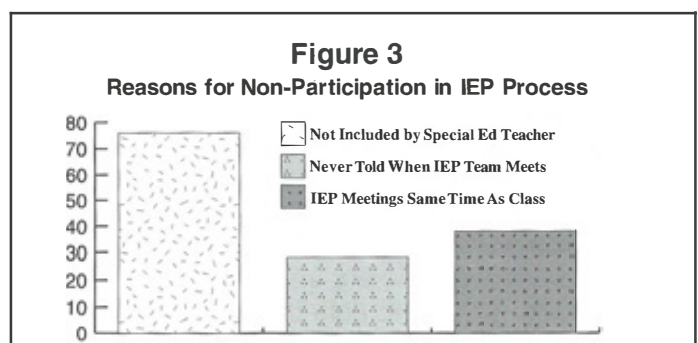
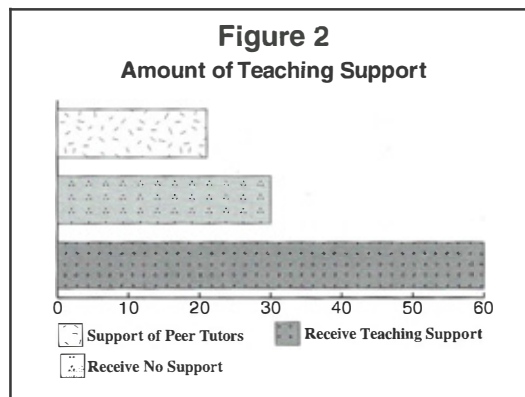
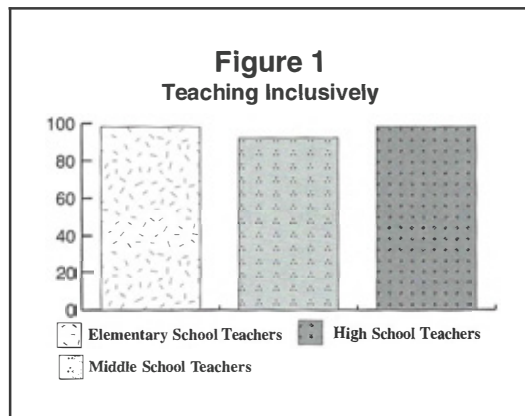
For the 46% of physical education teachers involved in the IEP process they report being involved in the following ways (see Figure 4):

- 20% meet each time with the IEP team
- 11% write IEP goals and objectives
- 20% are given a copy of the student's goals and objectives

Even though ninety-six percent of the physical education teachers report teaching students with disabilities in inclusive settings, only twenty-six percent state they have assessed the physical education abilities of those students (i.e. motor skills, swimming ability, fitness), with most (55%) of the assessment being done with the Test of Gross Motor Development.

Recommendations

Several recommendations emerged from the evaluation of the surveys. The first one is that physical education teachers need more hands on help and support when they are teaching students with disabilities

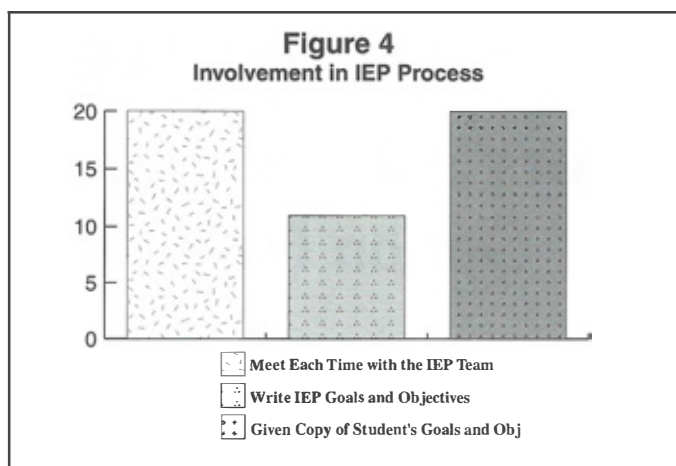


in inclusive physical education classes. One of the best ways to include students with disabilities into the regular physical education class is to individualize the curriculum and instruction as much as possible. Support personnel play an invaluable role in helping the physical education teacher individualize his/her program. The extra pair of hands and knowledge a paraprofessional or physical therapist provide may mean the difference between success and failure for the student and teacher.

Most of the elementary, middle, and high school physical education teachers surveyed report having inclusive physical education programs. However, there were many handwritten comments venting their frustration on how to put on a quality program with so many students with disabilities being included in the regular physical education class. It is recommended that physical education teachers move to a more individualized curriculum that focuses on cooperative games and activities, and includes more individually oriented lifetime sports, physical fitness activities, and adventure and leisure sports and activities (i.e. rock climbing, fishing, bicycling, and rollerblading).

Another major recommendation is for school districts to provide more in-service training to physical education teachers on how to include students with disabilities. Many physical education teachers have concerns about the safety of all their students when including students with disabilities. They also report being ill prepared to teach students with disabilities in the physical education environment. Since physical education class is where students with disabilities are usually included first, school districts need to provide more in-service training to physical education teachers about teaching and including students with disabilities. The training should include information on: the IDEA law and the role physical education plays in it; collaborating with the IEP team; assessing students; writing IEP goals and objectives; and activity ideas for full inclusion of students with disabilities.

It is also recommended that physical education teachers be more fully included in the IEP process. At a minimum physical education teachers need to collaborate with the special education staff, be fully informed of all IEP meetings, and involved in writing physical education IEP goals and objectives. Full participation in the IEP process can also be beneficial to the physical education teacher. The 1997 IDEA revision requires listing the personnel who will be responsible for implementing the student's short-term objectives. In addition, any specially designed instruction and other services the school will use to make sure students with disabilities meet their IEP goals must also be listed. Both of those requirements can be used to benefit the physical education teacher. The first requirement allows the physical education teacher to list the support personnel he/she needs



(such as the special education paraprofessional), and the second requirement allows the physical education teacher to list any special equipment needed to ensure the successful completion of the IEP goals and objectives.

A major concern is the physical education teacher's lack of involvement in assessing students with disabilities as part of the IEP process. Assessment is the critical first step to determining the students' needs. In addition, assessment can be an invaluable tool in deciding the amount and kinds of support that is needed to teach a student, i.e. extra help and additional equipment. The federal IDEA law also requires assessment. To be in compliance and to make sure that appropriate goals and objectives are written for each student with an IEP, it is recommended that physical education teachers participate in assessing the needs of each student with a disability and are given the support needed by their administrators to accomplish that task.

Based on the returned surveys, the results indicate that the current status of teaching physical education to students with disabilities in Indiana is, in some respects, better than anticipated and in others, about what was expected. Students with disabilities will continue to be included in the regular physical education class. To accommodate those students and provide a quality program, physical education teachers need more training and support to become full members of the IEP team and work more collaboratively with the special education staff. When this occurs physical education teachers will be able to offer the best possible physical education program to all of their students, including those with disabilities.

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Invited Article

Sport Facility Management: An Emerging Career Option For Sport Management Majors

By Robert Case, Ph.D.
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A recently published directory of academic programs in sport management (Alsop & Fuller, 2001) listed four college programs in the State of Virginia that offer professional preparation programs in sport management at either the undergraduate and/or graduate levels. A closer examination of sport management programs in Virginia reveals that two additional programs have recently been started. In each of these programs, a variety of career paths or options have been identified which offer future employment opportunities for sport management graduates. Sport facility management is one of the career paths being advertised by these programs. Although a general awareness exists of the skills, competencies, and knowledge related to employment in the facility management profession, no studies have looked at the specific course work requirements necessary to educate and train future sport facility managers. Since so many sport management professional preparation programs are identifying sport facility management as a career path for which training is provided, it is essential that sport management college curriculums be designed to include the competencies and course work content deemed necessary to effectively educate and train future sport facility management professionals.

As one looks across the landscape of the United States, it is apparent that most communities and cities have various types of sport facilities. In many communities, multiple sport facilities have been constructed in order to meet the growing demand for youth soccer leagues, softball leagues, basketball leagues, golf and tennis centers, health and fitness clubs, municipal swimming pools, high school athletic facilities and minor league sport stadiums. For example, in Virginia Beach, the Sportsplex was constructed with the hopes of attracting professional soc-

cer teams to the Hampton Roads area. The facility not only helped to attract professional soccer teams to the region, but it also added value to Virginia Beach's bid to serve as the national training center for women's field hockey. Sport facilities add prestige, value, and identity to Virginia communities. They provide the potential to attract tourists who spend money when attending sporting events and thus create a tremendous economic impact for various regions of the state.

As curriculums become more specialized within college sport management programs, selected career path options will continue to emerge. Sport facility management as a career option within sport management professional preparation programs will likely become even more specialized. To date, no studies have been conducted that specifically examine and identify the course content needed to train individuals for careers in sport facility management.

Purpose of the Study

The purpose of this study was to examine the course content needed to train individuals for careers in the sport facility management profession.

Methodology

Two hundred sport facility directors were randomly selected from a national directory of facility managers. They were sent a questionnaire that listed twenty course content areas. Respondents were asked to rate each course content area on a scale that ranged from a low score of 1 (unnecessary) to 5 (average importance) to a high score of 5 (essential).

The twenty course content areas listed on the survey instrument were developed after an extensive review of the research literature and recommendations from a jury of sport facility management experts. A pilot instrument was developed and tested with

twenty questions being retained for the final instrument.

Results

A total of 105 questionnaires were returned by sport facility directors for a 52.5% response rate. Eighty-eight of the one hundred and five respondents were male. The average age of the sport facility managers who responded was 44.6 years with an average of 14.9 years experience in the facility management profession. 87% of the respondents held at least a bachelor's degree, with business being the most common college major. Forty-two percent earn over \$70,000 per year.

The list of twenty course content areas included the following: fiscal management and budgeting; personnel management; sport crowd management; communication skills (written and oral); marketing and promotions; sales; public and media relations; facility planning and design; computer applications; legal issues; consumer behavior; organizational behavior and leadership; sport foundations (e.g., psychosocial, historical, philosophical); fundamentals of facility maintenance and upkeep; issues and problems in facility management; policy development; organization and administration of facility management (e.g., scheduling events, facility operations); marketing research; special event planning and management; and, internship in sport facility management.

The course content area that received the highest rating was communications (written and oral). Many college professional preparation programs in sport management presently require a first year English composition course and a speech class. A number of programs realize the importance of communication skills in facility management and they have included additional course requirements in writing, business communications, and public speaking. Other universities have established "writing intensive" courses as well as a university-wide requirement that all seniors must pass an exit writing exam in order to become eligible for graduation. It is clear that writing memorandums and reports are just one part of the facility manager's job. He or she must also be able to speak effectively to employees and the public on a daily basis.

The next highest rated course content area was marketing and promotions. Being able to market and promote a facility and/or event within the facility are skills and knowledge that every facility manager must possess. Fiscal management and budgeting were the next highest rated areas, followed by course content that deals with the issues and problems in sport facil-

ity management.

A number of course content areas were considered to be in the "very important" range. For example, special event planning and management along with facility design and planning were deemed to be "very important". Course work that covers the day to day organization, operation, and administration of sport facilities (e.g., scheduling events, concessions, maintenance) were also included in the "very important" range of responses. Public and media relations skills, computer applications, and personnel supervision and management were rated slightly lower but still in the "very important" range.

One area that was given special emphasis by the respondents was the area of legal issues in facility management. This area can include a broad array of topics ranging from contractual issues to Americans with Disabilities Act issues to employment and labor law topics. It is likely that the legal area will grow in importance as the sport facility management profession continues to expand into legal issues related to facility naming rights, sponsorship contracts, contract negotiations, etc.

Course content areas that were considered to be of "average importance" included sales, psychosocial and philosophical bases of sport, and marketing research techniques. No course content areas on the list were rated as being "questionable" or "unnecessary".

It is interesting to note that an internship experience in sport facility management received a very high rating in terms of importance. The respondents felt that a practical field experience was an excellent way for college sport facility management students to put theory into practice. Learning additional facility management skills and knowledge on the job was considered to be essential.

Discussion

The findings of this study were consistent with the undergraduate program approval standards endorsed by the North American Society for Sport Management and the National Association for Sport and Physical Education. Every "general or global" course work content area listed on the questionnaire is also included in the NASSM/NASPE standards. It is important to note that the NASSM/NASPE standards place a strong emphasis on communication skills, legal aspects, and internships. These areas were also highly rated in this study.

Requiring specific sport facility management courses and competencies is the one area that the NASSM/NASPE standards are not addressing. At the

present time, the NASSM/NASPE process requires “general” competencies, and in the future there will be a need to require specific competencies in sport facility management. For example, a number of colleges and universities require courses in sport facility design and planning. These are optional course offerings within the NASSM/NASPE standards. Very few sport management professional preparation programs actually offer courses in the day-to-day operations and management of sport facilities. It is recommended that more than one course in the area of sport facility management be required in the NASSM/NASPE standards and offered in sport management curriculums. Again, at the present time, no specific courses in sport facility management are required in the NASSM/NASPE standards - only general competencies.

The planning and design of sport facilities is one area that needs to be covered as well as the day-to-day management and operations of sport facilities. Simply studying “generic” management principles and theories will not be enough in the future. Direct applications to the art and science of sport facility management will be needed. Although the internship experience in facility management is extremely valuable, the necessary skills and knowledge should be

taught in the college classroom and then applied during the internship experience. It is likely that within the next decade, four or five courses designed specifically for sport facility management professionals will be offered within undergraduate sport management curriculums.

One of the final questions included in the facility management survey asked whether the sport facility directors expect the number of positions within their organization to increase, decrease, or remain the same over the next five years. Over 50% of the respondents indicated that they expect the number of positions to increase. Thus, the future of sport facility management truly looks exciting!

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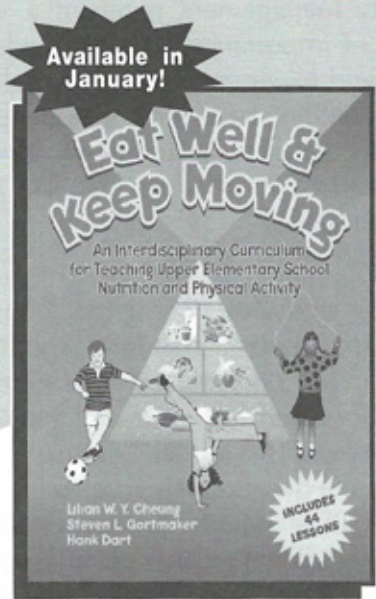
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Invited Article

TV Free Families in the U.S.

Lola Granolas, High and Holy Snots, or just Normal Joes who got some TIME back?

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According to the A.C. Nielsen 2000 statistics, 98 out of 100 people in the United States own televisions and spend four hours per day watching them. Most children over 8 years of age have a television in their own room and most dinners are accompanied by television watching. Professional educators concerned about the 40% of our leisure time (Robinson and Godbey, 1997) spent sitting and watching television cannot help but wonder: **What would society be like if even a portion of time spent with television was spent reading, talking, walking, helping others, playing, exploring, listening, or writing?**

Knowing that a small portion of our population claim to not watch TV, in January, 2000, an attempt was made via the internet and mailed responses to meet TV Free families in the U.S.. Hoping for twenty or so families to nibble at the bait (small ads placed in Parents magazine, Chinaberry Book catalog, and the TV Free American newsletter) the researcher was overwhelmed by over 500 responses from 43 states. Eventually, in March of 2000, 385 subjects agreed to be a part of the 100 question survey (97 closed and 3 open-ended). There was a 72.7% response rate when 280 completed the lengthy (22 page) survey. Hundreds of statistics and pages of essay answers were received from the survey.

Karen and Scott Thomas were among those surveyed. Scott responded, "I can't wait to get the scoop on TV Free families in the U.S. Are we a bunch of Lola Granola nuts? Just normal "Joes"? High and holy snots?" Scott's prediction: "Generally, non-TV watchers are Normal Joes to have found a secret to getting some time back! Let's find out about Scott's predictions.

The following ten questions about TV Free fami-

lies in the U.S. were answered in the survey. The focus for this article will be on question #1, the description and comparison of TV Free children to the general population of children with regards to physical activity and health issues. The other nine questions will be briefly summarized at the end of this article.

1. **Are their children any different physically, academically, or socially?**
2. **Who are these people?**
3. **What do they do with all that extra free time?**
4. **How can they possibly keep up with news and sports?**
5. **Do they substitute computer and internet use for TV watching?**
6. **Do they feel they are "missing out" on anything by not watching TV?**
7. **Who are the children's heroes?**
8. **How satisfied with life are these families?**
9. **Why did they decide to turn it off?**
10. **How do they keep it off?**

Q1. Are TV Free children any different physically, academically, or socially?

Summary:

The survey found TVFree kids to be more physically active than TV-kids. Data gathered from the survey found that 13% of TV-Free kids perceive that they spend between 1 to 3 hours per week engaged in physical activity, 28% reported spending between 4 to 6 hours, 33% reported spending between 7 to 12 hours, and lastly 23% perceived that they spend a whopping 13 or more hours per week engaged in physical activity. Only 3.2% of the TVFree Kids sur-

veyed reported engaging in physical activity one hour or less per week compared to the 14% of children who reported not engaging in any recent physical activity in the Surgeon's General Report in 1996. Furthermore, only 7% of the TV-Free kids were reported as being 10 or more pounds overweight compared to the unprecedented epidemic of obesity among the majority of kids who are perceived to be TV-Watchers. It was recently reported in the "Executive Summary of the Report to the President: Promoting Better Health for Young People Through Physical Activity and Sport," that the percentage of young people who are overweight has doubled since 1980 (Shalala & Riley, 00).

In regards to the studies findings related to the activity levels and body composition of TV-Free kids, it would appear to support other studies or claims for the reduction or elimination of TV watching among children. In a study conducted by Pratt, Macera, and Blanton, they identified TV watching as a major contributor to sedentary activity among children ('00, P.S531). They also suggested that there might be a positive relationship. A brochure titled "Aim for Balance," recently published by the National Association of Sport and Physical Education (NASPE, 2001), was developed to provide parents with recommendations for teaching children the value of participating in a healthy, physically active lifestyle. It recommends that limits need to be placed on how much time children spend doing sedentary activities such as playing computer games or watching television. NASPE believes that balance is the key that includes maintaining an appropriate body weight, and being physically active every day for children to learn how to value living a healthy, physically active lifestyle. If balance is not obtained, Koon believes that kids will continue to become sedentary couch-potatoes and eat unhealthily as reported by Etheridge.

In regards to academics, TV free children are readers. Reading capabilities are classified as well above or above average by 80% by parents. Of those children capable of reading, nearly half read one or more hours per day. Nearly half of parents read over 30 minutes per day to their children and 83% of parents feel the lack of TV is responsible for improved academics. Over half of the children in this study receive mostly or all A's in school. A much longer attention span in TV free children is noted in hundreds of essay responses. As opposed to getting involved in many more outside activities, these children have considerably more free time at home than the average child. The ability to entertain themselves for hours is an oft-

mentioned trait. Comments include: Where there is boredom, creativity and self-motivation often emerge!

Nearly 70% of parents feel their children get along better with no TV. The ability to entertain themselves and play for long hours with fewer sibling fights is commonly mentioned. Most kids have the same number of close friends, are rarely teased for not owning a TV, and display comfort and ease in conversation and interaction with other adults outside the immediate family.

An interesting reaction of one family mentioned their struggle with an ADD child. After taking their pediatrician's advice and removing the TV from their home, they found the child blossomed and made tremendous strides in development. Though still very active, the child was able to channel energy in positive steps.

Based upon the data gathered from the TV-Free Families in the U.S. survey, the findings support reducing or eliminating children's TV viewing time in order to enhance children's physical activity behaviors. The data found in the study supports such a claim because the majority (84%) of TV-Free kids reported engaging in physical activity for 4 hours or more a week. Also, only 7% of the TV-Free kids reported being 10 or more pounds overweight compared to a large percentage of TV-Watching kids who seem to be overweight and living sedentary lifestyles according the 1996 Surgeon's General Report and Shalala & Riley ('00).

A summary of the other nine questions is provided here:

Q 2. Who are these people? Tell me about their age, gender, marital status, family makeup, education, income, investments, ethnicity, work habits, residence, lifestyle, religious affiliation, and school choices.

Summary:

The TV Free families in this study are from all walks of life, every income bracket, every level of education, all types of residences, and with several ethnic groups represented. Most are in their 30's, married with two children, hold college degrees, have incomes of \$40-60 thousand per year, have savings plans, own a suburban house, garden, recycle, have two cars, a religious affiliation, and about half send their kids to public schools.

Q 3. What do they do with all that free time?

Summary:

There is a lot of free time for kids and adults where a variety of recreational activity choices are made. Reading is at the top of the list for both kids and adults with talking for adults, and fantasy play for kids next.

About an hour a day of meaningful conversation with children is the average response and 48 minute of meaningful conversation per day with spouse or partner. Nearly 80% of adults feel their marriages are stronger due to no TV.

Sit down dinners, many family rituals, hobbies, games, chores, pet care, walking, music, gardening, going to movies, sleeping, sex, sports, internet, community service, housecleaning, outdoor activities, and writing are among the hundreds of uses for their free time.

Q 4: How do TV Free families KEEP UP with news and sports?

Summary:

Keeping current with national and local news and sports is not a problem. On a scale of 1 to 10, with 10 being the highest, 70% of adults feel they are a 7 or above as far as keeping current with news and sports. National Public Radio (NPR) is the most common source for news along with several newsmagazines, newspapers, and local radio stations. Preference for NPR radio news over the bombardment of the bloody, the thrilling, and the mysterious element of TV news repeated numerous times throughout the day was a common theme in essay responses.

Q 5. Do they substitute computer and internet use for TV?

Summary:

Surprisingly, the computer did not take over the role of TV in most homes. Though 98% of families own a computer, the average amount of time spent for recreational use per week by adults is 1-3 hours. Only 10% of adults feel they use the computer "too much."

38% of the children in this survey are under age three, thus computer usage is not an issue yet for this portion of the population. However, over half of the population are school age. One third of children in the survey play computer games or Nintendo for about two hours per week and 3% have chatrooms with their friends. Only 7% of parents feel their kids use the computer too much. When asked if their children use the computer more or less than kids who watch TV, nearly half feel they use it less due to the passive nature of the activity. Many essay responses by children report boredom with computer or video games.

Q 6. Do they feel they are missing out on anything?

Summary:

The vast majority of responses indicate the TV watching families are the ones who are missing out...on life.

Commercialism and advertising are definitely not

missed. Only 5 of 100 kids ask for brand names and toys much of the time and 92% of parents say their children "never or rarely" complain about the lack of TV.

A few comments expressed slight regret over missing out on some favorite sitcoms or good PBS shows, but the time spent doing others things is worth it. Real people and real experiences seem to take precedence. When asked if they feel their children are missing out on something by not watching TV, three fourths of parents commented "absolutely not or not really."

Q 7. Who are their children's heroes?

Summary:

In the hundreds of responses, votes for Dad and Mom as Heroes won hands down. Others receiving multiple votes are various teachers, coaches, Harry Potter, Jesus, Martin Luther King, Jr., Michael Jordan, grandmom, Grandpa, Winnie the Pooh, Robin Hood, Eleanor Roosevelt, Hermoine, and Laura Ingles from Little House on the Prairie.

Q 8. How satisfied with life are these families?

Summary:

Over 80% of families report they are "very satisfied" with life.

Q 9. WHY did they turn off the tube?

Summary:

The main reason cited is to take back some TIME due an important event in their lives, i.e, marriage, the birth of a child, and going off to college. One man simply wrote, "We have not watched TV for more than 16 years, not out of a statement against society or any overt religious injunction, but a simple desire to have a more meaningful marriage and family in the face of a busy life." Other reasons include dissatisfaction with current programming and advertising, bad memories of neglect from growing up "with the tube" as a primary family focus, and not having one as a child, thus continuing the tradition.

Respondents had to watch less than 6 hours of TV per week in order to take the survey. 80% watched less than one hour per week. 10% of respondents became TV free within the past year, 40% have been for 1-6 years, and nearly 50% of respondents have been TV free for over 7 years. When asked if they every doubt their decision to not own or rarely watch TV, 85% answered never and 15% answered sometimes.

Parents comment that turning it off at first increased the chores and childcare responsibilities for a week or two with children vying for attention, but actually lowered chores and childcare responsibilities after children became more adept at entertaining

themselves. For those veterans who had been without TV for 10 or more years, they constantly wonder how others find time to watch TV!

Two possible side bars:

How do they keep it off?

1. Place the TV in a "hard to get to" place; i.e. closet or basement.
2. Go Cold Turkey - kids adapt w/in 2 weeks - if YOU can handle it!
3. Phase out cable and then network
4. "Fix" the TV so it only shows video, then limit videos
5. Have a yard sale and get rid of the TV and tapes at the same time
6. Leave the TV behind every time you move!

Ten suggestions for coping:

1. Sit quietly with a cup of tea and think about what you REALLY want to do before jumping into several activities and getting too busy.
2. Boredom harbors Creativity. If you can live through 20 minutes of whining, your children WILL find something to do.
4. Send the kids outside.
5. Make a list of all the things you love to do besides watching TV and keep it posted somewhere.
6. Take photos of your children doing creative things and keep them visible.

7. Go for a walk during your favorite sitcom, get your heart pumping, and breathe deeply.
8. Create your OWN experiences; REAL people, REAL life instead of living vicariously through the lives of movie or sitcom stars.
9. Keep a journal of your "withdrawal" - makes for good reading in a couple of weeks! (You won't believe how much easier it gets with time).
10. "Come out of the Closet" and tell your friends what you are attempting. You may meet with more support than you think.

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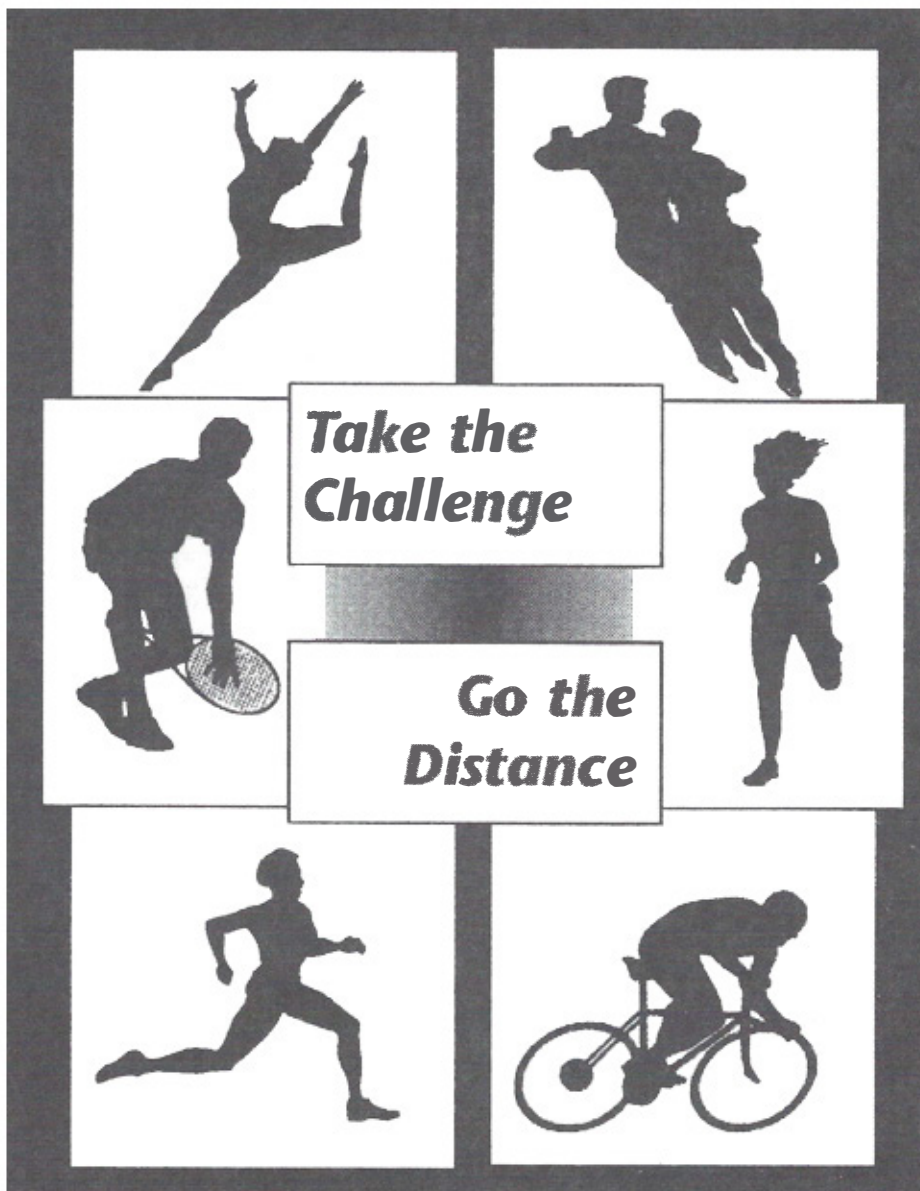
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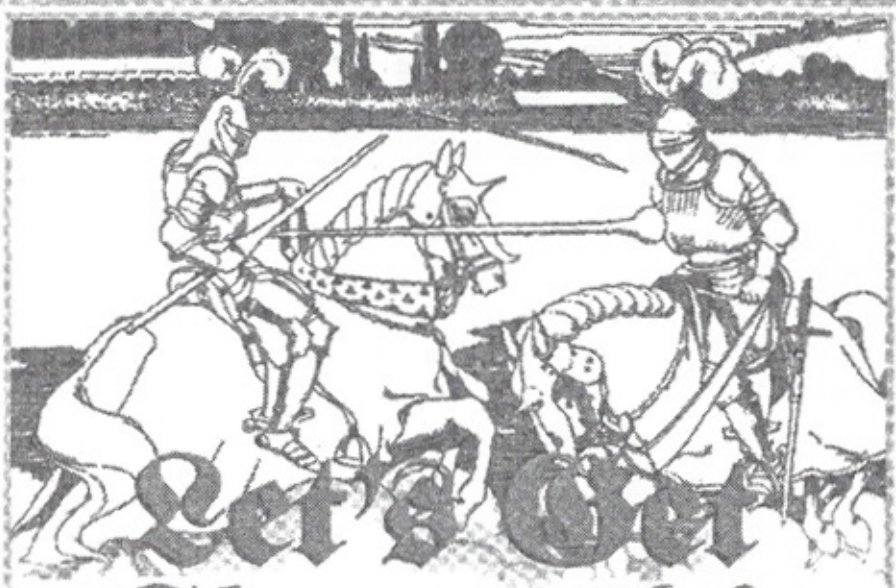
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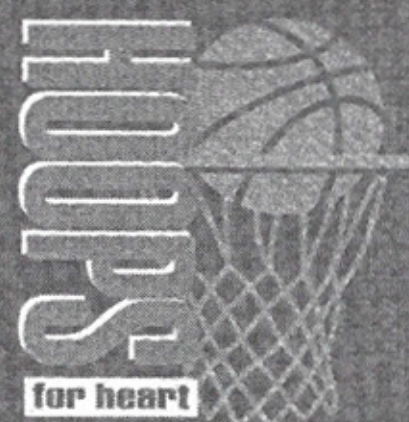
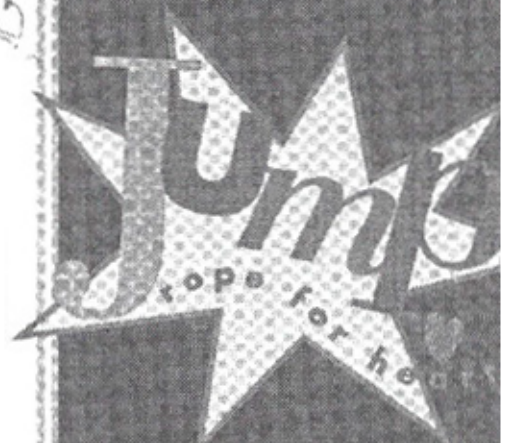


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The following information should be used when submitting a manuscript to the **IAHPERD journal**. Many types of original manuscripts are suitable—theoretical, practical, technical, historical, philosophical, creative, controversial.

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.

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

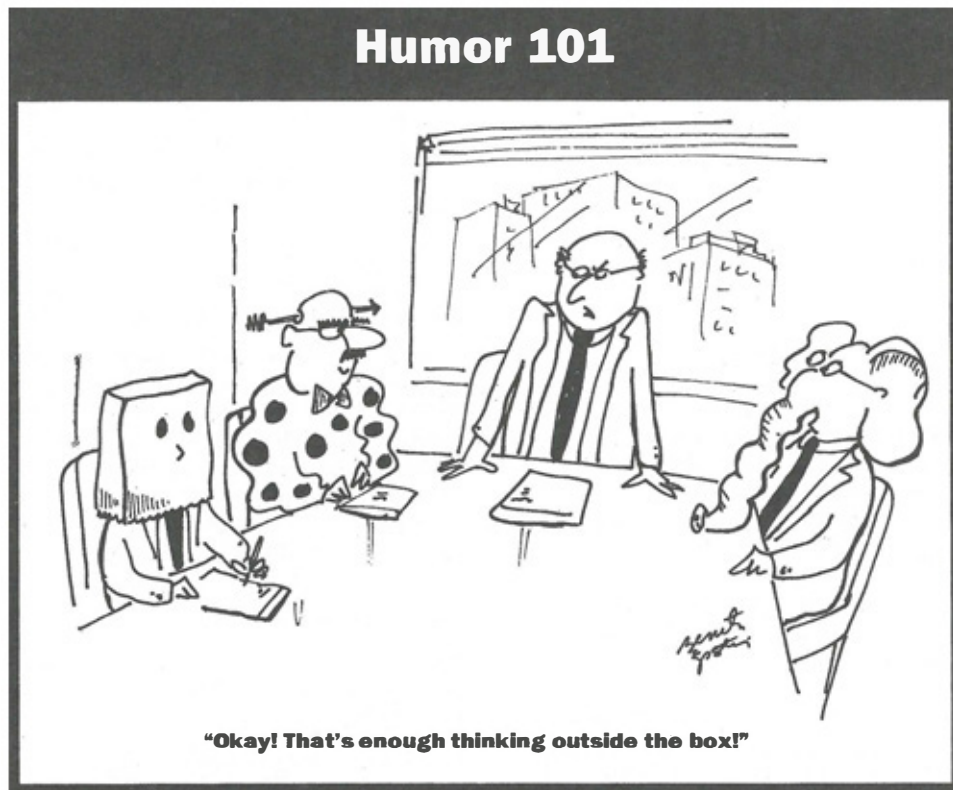
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SUBMISSION REQUIREMENTS

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
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5840 South Ernest Street
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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
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9. Physical Education: Elementary
10. Physical Education: Middle School
11. Physical Education: Secondary
12. Recreation

13. Sport
 14. Sport Management
 15. Technology
- INTERESTED?** To apply for a leadership position on a council, send an email of interest to Dr. Mark UrteI, Nominating Committee Chair, at murteI1@iupui.edu. For additional information, go to the IAHPERD website at www.Indiana-ahperd.org, click on About, Constitution, Operating Codes, and scroll down to the leadership position of interest.

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

HELP NEEDED:

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 - _____ Committee Involvement
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Nikki Assmann
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