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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 2

Spring 2002

Indiana Association for
Health, Physical Education, Recreation and Dance

Indiana AHPERD 2001-2002

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Message from the President

Strength Through Collaboration

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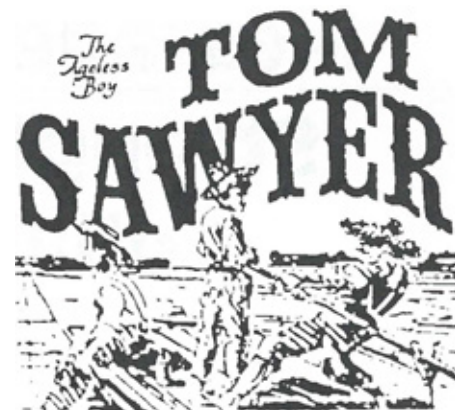
Well, here we are nearing the end of our school year (some sooner, some later). Mother Nature seems to have realized its May, and the forecast for the future looks sunny and warm. As we move toward summer, we can look back on a very successful Fall and Winter. The Midwest Meeting in Pokagen offered many students a first opportunity to participate in our professional organization. Susan Flynn, who has taken on the Council for Future Professionals for Midwest as well as Indiana, continues to create excitement among our students. Her efforts have strengthened our student organizations across the state and the district. Susan Crouch and Susan Flynn spent the fall and winter crisscrossing the state introducing teachers to new technology and Physical Best/Fitnessgrams. IFAT was completed and information disseminated. The Day at the Capitol, organized by Elise Studer-Smith was a great step for advocacy. I also would like to welcome and thank all of you who continue to work for Indiana AHPERD and welcome the new folks who attended the Leadership Conference at Spring Mill and have agreed to serve on the Board and on Committees on behalf of Indiana AHPERD. I wanted to give everyone a brief report on the National AHPERD Conference in San Diego, this past April. The entire Executive Committee was able to attend the conference, as well as a number of our Board members. The weather in San Diego was absolutely beautiful and the Convention Center was a

great facility. California AHPERD and the Southwest District can be very proud of their convention. The iFAT results were disseminated in a presentation by Susie Crouch, Barb Passmore, Ron Davis, Arlene Ignico, Susan Flynn, Nikki Assmann and Donetta Cothran. Additionally, Tom Sawyer was on hand for a book signing and Hal Morris from IU Bloomington won the Luther Halsey Gulick Award. The AHPERD Alliance Assembly was interesting. AHPERD is in the process of planning for restructuring of the entire organization and we should have some news of that later in the year. Steve Cone from the Northeast District was elected as the next president of AHPERD. As we move into the summer months, remember that Jump Rope for Heart/Hoops for Heart will be holding a training session at Valparaiso University, in Valparaiso in July. If you have questions about that program please contact Karen Hatch, who has been instrumental in organizing that program. Good luck to Becky Hull as she prepares for her trip to Washington, DC for the Leadership Development Conference and then assume the reins of our organization in the Fall. I wish everyone a safe, happy, and healthy summer. I will leave you with this quote from Souza "Dance . . . as though no one is watching you, Love . . . as though you have never been hurt before, . . . Sing as though no one can hear you, . . . Live as though heaven is on earth." Have a great summer.

Share Your Journal With A Young Professional

NOTIONS From YOUR EDITOR...

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Law Review Battery or Discipline?

Bushong, Bushong, and Bushong v. Williamson
No. 54A01-0103-CV-100
Court of Appeals of Indiana, First District
2001 Ind. LEXIS 2053
November 27, 2001

Reprinted with permission JOPERD, 73:3, March 2002

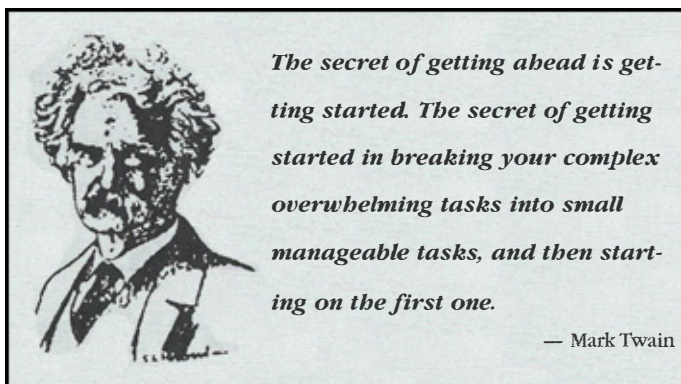
In March 1998, Mr. Williamson, a physical education teacher, was playing kickball with students in his physical education class and tagged student Jonathan Bushong out during the game. In response to being tagged out, Bushong kicked Williamson in the buttocks. When Bushong tried to kick Williamson a second time, after receiving a verbal warning not to, Williamson caught the student's foot in midair and picked him up by his foot. He then carried Bushong a short distance by his foot. Williamson admitted that, after setting Bushong on the floor but still holding him by his foot, he struck him at least twice on the buttocks in a playful, nondisciplinary manner. Bushong said Williamson hit him hard several times on the back, legs, and buttocks, which led to bruises. A second student also kicked Williamson in the buttocks, and Williamson likewise playfully "patted" him in "the same teasing manner."

Complaint and Findings

This lawsuit is unique in Indiana because it seeks damages from the teacher, instead of the school district. It is one of the first of its kind in the state and, if successful, could lead to similar lawsuits against teachers. The parents' complaint alleges that Williamson's act was both a battery against their son

and an interference with their property right to their son. Further, the complaint alleges that the injuries sustained by Bushong caused damage to them by a loss of consortium, love, and companionship.

If the actions taken by an employee were part of work duties, a suit against the individual would be barred, according to the appellate court. Lawsuits can be filed against individual employees only if they cause a loss that is "criminal, clearly outside the scope of the employee's employment, malicious, willful and wanton, or calculated to benefit the employee personally" (Bushong v. Williamson, 2054). Further, Judge Sullivan wrote in the majority opinion, "Generally, whether the...act of an employee is within the scope of employment is a question of fact, but



under certain circumstances, the question may be determined as a matter of law for a jury" (2055). In addition, "in a situation in which some of the acts were authorized, and others were not, the question of whether the unauthorized acts were within the scope of employment should be answered by the jury" (2055).

The Bushongs' complaint claimed Williamson's acts were excessive, caused humiliation and bruising, and were outside the scope of his employment as a teacher. Williamson countered that he only "patted" the student and that the action was done playfully. Judge Sullivan suggested that "a jury under the evidence might reasonably find that Williamson was disciplining (the student) and that the acts were authorized, putting them within the scope of employment," however, "a jury could also find the acts were disciplinary but went beyond any authorization from the school because of the severity of the contact and, therefore, outside the scope of employment" (2056).

Judge Friedlander, dissenting, believes "the trial court correctly concluded that the allegation upon which the Bushongs' action is premised was against a government employee (South Montgomery School Corporation employee) acting within the scope of his employment (physical education teacher). Accordingly, I respectfully dissent from the reversal of summary judgement that was based upon that conclusion" (2061).

In Friedlander's view, Williamson's action, as alleged by the Bushongs, "constituted nothing more or less than the disciplining of a recalcitrant student" (2061). Since the maintenance of discipline in the classroom is an important part of any teacher's duties, it "must be viewed as furthering the employer's—the school's—business" (2061). Therefore, Friedlander was convinced that "the complained-of acts were done in furtherance of Williamson's employer's business, and thus were committed within the scope of his employment. Accordingly, Williamson cannot be sued in his personal capacity" (2062).

Verdict

The motion for summary judgment Williamson had filed was granted by the trial court. The state Court of Appeals, in a 2-1 decision to reverse the trial court, decided that the question of whether or not Williamson was acting in the scope of his employment should be left to a jury.

Impact If Williamson loses the case, there will be consternation among teachers and teachers' unions in Indiana. The state's largest teachers' union is planning

to lobby the legislature to change the law and prevent other such lawsuits in the future.

Risk Management Tips

- School districts should have distinct written policies established regarding appropriate ways to discipline recalcitrant students.
- School districts should have distinct written procedures to be followed when disciplining a recalcitrant student, including documentation of all actions taken with names of witnesses.
- School districts should notify parents, in writing, of all discipline policies and procedures.
- No teacher—even while maintaining discipline—should be allowed to hit a student.
- No teacher should "playfully" hit a student.
- School districts should establish the fact, in writing, that a teacher in the classroom is an employee of the school district and is viewed as furthering the employer's business.
- School districts should establish, in writing, that part of any teacher's duty is to maintain discipline in the classroom.

—Thomas H. Sawyer, professor, Department of Recreation and Sport Management, Indiana State University, Terre Haute, IN 47809.

Submissions Welcome

To submit an article to Law Review, send two hard copies and a 3.5-inch disk with the text in WordPerfect 6.1 or above or Microsoft Word 4.0 or above (PC or Mac) to Thomas H. Sawyer, Ed.D., Professor of Recreation and Sport Management, Department of Recreation and Sport Management, Indiana State University, Terre Haute, IN 47809.

Disclaimer

The comments regarding the case presented here are generalized thoughts and not hard law. The cases in Law Review are illustrative of situations; that can happen and how the courts have responded to the circumstances. The generalized thoughts may not apply or be proper in all states and jurisdictions and under all circumstances. Finally, it is important to understand that the tips provided may not apply in your state or jurisdiction.

State of the Profession

TRANSITION-TO-TEACHING PROGRAM



by

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Recently, the Indiana Professional Standards Board issued a rule which requires a Transition-to-Teaching program at each accredited institution. The rule reads as follows:

"Beginning July 1, 2002, each accredited institution must offer a transition-to teaching program to prepare a qualified person, who holds at least a baccalaureate degree, to enter the teaching profession through a transition-to teaching program."

Below are some of the specifics of the rule:

Elementary License

A person who has either of the following qualifications is eligible for the elementary transition-to-teaching program:

- (1) "A baccalaureate degree with a grade point of at least 3.00, both in the major and overall; or
- (2) A baccalaureate degree with a grade point average of at least 2.5, both in the major and overall and five (5) years of professional experience*."

Secondary License

A person who has any of the following qualifications is eligible for the secondary transition-to-teaching program:

- (1) "A baccalaureate degree with a grade point of at least 3.00, both and overall; or
- (2) A baccalaureate degree with a grade point average of at least 2.5, both in the major and overall and five (5) years of professional experience* or
- (3) A graduate degree"

*Professional experience in this case means "through full-time employment in an educational related field or in a field in which the person intends to be licensed"

The rule further reads that preparation for these

licenses shall contain the following:

- (1) "course work and field and classroom experiences that prepare the participant and
- (2) performance assessments defined in the institution's unit assessment system that indicate whether the participant meets Indiana standards
- (3) no more than 18 credit hours are required for the secondary transition-to teaching license
- (4) no more than 24 credit hours are required for the elementary transition-to teaching license, including at least 6 hours in the teaching of reading."

The credit may be at the undergraduate or graduate level. A test assessing reading, writing, mathematics and knowledge in the content area may be required prior to enrollment.

Several institutions in the state have begun the process to develop their programs. One institution is requiring individuals to pass Praxis I and II prior to entry into the program. This will assure that the individual has basic foundation and content knowledge. Another institution has a model which includes one content course, several foundational courses and student teaching. It appears that most universities/colleges are developing an institutional model with some specific content coursework in the 18 hours.

Individuals are eligible to apply for an initial license when the program is completed and testing required, passed. The license earned through the Transition-to-Teaching program is equivalent to the license earned through a regular preparation program.

If you have not heard about this at your institution, I would suggest that you contact your education department/school/college in order to provide input for this program. Each content area, Health Education and Physical Education must have a program by July 1, 2002.

Teaching Tips

Reprinted with permission the GAHPERD Journal, 35:1, March 2002

TEACHING TIPS: Elementary Egg'ercises

Lisa Sinon

*Stonewall Tell Elementary School,
College Park, GA*

Purchase inexpensive plastic eggs that you can find in the springtime. Write various exercises (push ups, jumping jacks, crunches, etc.) on small cards and place one inside each egg. Scatter the eggs throughout the middle of your gym floor. Students can travel around the perimeter of the room while music is playing. When the music stops, students get an egg, open it and perform the exercise a set number of times.

Students love opening the eggs to reveal their surprise exercise. This is a good opportunity for students to work on their reading skills in physical education class. Motor skills prompts could also be placed in the eggs for independent practice.

TEACHING TIPS: All Ages Tic-Tac-Toe Push-ups

Chris Sinon

*Medlock Bridge Elementary School,
Alpharetta, GA*

Equipment: 9 beanbags, tape or mat for the "game board"

Preparation: Tape a 3' by 3' tic-tac-toe board on the floor for each pair of students. Stack 4 or 5 beanbags (same color) on opposite sides of the board. There should be enough boards for all students to participate or you may use a board as one station/center in a fitness circuit workout. Boards can be made on cloth or vinyl then folded and stored for later use.

Implementation: Divide students into pairs at each board. Students assume a push up in the "up" position and hold. While in the "up" position, the students alternately toss bean bags onto the tic-tac-toe board with one hand while maintaining balance on the other. A tic-tac-toe game is played until one person wins or there is a tie. Continue to play new games until the allotted time is up. This is a great upper body activity for all ages.

Variations: 1) Students can do a push-up between

each move. 2) Rotate students after three games are completed.

TEACHING TIPS: Secondary Upper Body Workouts Can Be Interesting

Kim Thompson

*Alexander High School,
Douglasville, GA*

Who says developing upper body strength has to be "routine" and boring? High school students need variety too! Try these tips for spicing up your fitness classes.

Instead of bench press and push-ups, have your students

- assume a push-up position and play hockey using the arms as a goal and a beanbag as the puck. Two students compete against one another. You can make it more challenging by varying the distance between the players or requiring a goal to get at least as far as the waist of the opponent.
- in push-up position take a foam puzzle apart with one hand while balancing on the other hand. Then switch hands and put the puzzle back together.
- Play music with a good beat and have students march forward and backward to the beat while in the push-up position.
- Have several students in a push-up position play Hand Tag. They must try to touch other players' hands while avoiding being tagged and STILL remaining in the required position.
- Have two players hold a foam ball between them with their heads and complete push-ups maintaining control of the ball.
- While in a push-up position, stack and unstack cups alternating hands for each task.

To teach the principle of progression for upper body strength (rather than moving from a 70-lb. bench press to 80 lbs), have your students begin with a modified push-up and use their creativity to make them increase in difficulty. You'll be surprised at what they come up with. High school students love a challenge! Have them choreograph a push-up routine to music. Have fun and "Push 'em" to a new level!

Peer Reviewed Article

Sport Management Education: The Case for Two-year Colleges

Michael R. Judd
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Indiana State University

Timothy Hatten
Rock Valley College

Deron Grabel
College Misericordia

Dion Klein
Australian Business Academy

Introduction

Never before has there been greater recognition of the importance of sport management education (programs) in colleges and universities for the development and preparation of practitioners to enter into a myriad of sport related occupations. Recently, the Sport Business Journal featured sport management programs and identified 160 sport management education programs offered by colleges and universities in the United States.(Courret, 2000) The number of sport management education programs has been steadily growing and estimates are around 200 sport management programs currently exist that offer bachelors, masters, and doctoral degrees. (Parkhouse, 2001) A growing concern by sport management professionals in four-year sport management programs is there are a growing number of two-year colleges offering sport management courses and curricula. The Sport Business Journal identified four, two-year colleges that offer sport management courses for transfer to four-year institutions as well as terminal certificates and associate degrees. The largest being housed at Columbus State Community College (OH) with over 380 sport management majors. However, Peterson's 2 Year Colleges Guide (2001) identified 22 two-year institutions offering programs in either sport administration or sport management (see Table 1). The concern among sport management professionals may be focused on the popularity and growth of the sport

management programs in two-year colleges, and that the rapid growth could threaten the quality of the courses and the faculty who teach the courses. Further, the North American Society for Sport Management (NASPE) and National Association for

Table 1 Two-Year Colleges Offering Sport Administration/Management Programs

Barton County Community College (KS)
Butler County Community College (PA)
Central Christian College of Kansas (KS)
Central Oregon Community College (OR)
Columbus State Community College (OH)
Dean College (MA)
Herkimer County Community College (NY)
Hesser College (NH)
Holyoke Community College (MA)
Howard Community College (MD)
Keystone College (PA)
Lorain County Community College (OH)
Louisburg College (NC)
Mitchell College (CT)
New Hampshire Technological Institute (NH)
New Mexico Military Institute (NM)
Northampton County Area Community College (PA)
San Diego Golf Academy (CA)
South Georgia College (GA)
Spokane Falls Community College (WA)
State University of New York College of Technology at Alfred (NY)
Vincennes University (IN)

Sport and Physical Education (NASSM) is not currently monitoring these programs.

The NASPE/NASSM Standards 2000 include recommended and required content for the baccalaureate, masters, and doctoral sport management degree programs. In addition, the standards recommend a critical mass of faculty. The overall goal of the standards is to ensure students have a broad foundation of courses taught by appropriate professionals. However, sport management programs housed in two-year colleges are not included in the document. These programs emerging could be problematic if not closely monitored by the profession. It is in this interest that the authors believe NASPE/NASSM should include standards for two-year colleges in the future. The two-year colleges can and will contribute to the mission of sport management educational programs and provide essential experiential opportunities for the development of students interested in employment in the sport industry.

One group vastly underrepresented in NASPE and NASSM are the sport management faculty teaching at the two-year colleges. The sport management discipline has a short window of opportunity to assist and embrace two-year colleges with (1) the development and articulation of curriculum standards, and (2) the professional development of the faculty through association with NASPE/NASSM. According to Jim Weese (1995), ". . . we should not lose sight of the fact that there is a great number of sport management academics and practitioners not currently drawn to NASSM". (p. 240) This increase in two-year college programs may have professionals concerned that it is not good for the sport management profession. However, it is in the best interest of every sport management educator to open dialogue, listen and understand each side of the perspective and unique contributions to the field. Further, it is important to encourage and embrace the growth and development of sport management programs in two-year colleges. Finally, the authors support the trend of sport management programs at two-year colleges but strongly suggest they need to be included in the sport management program review process.

On another front, the authors have witnessed a dramatic increase in the growth and development of sport management programs globally. These programs have a variety of curricular structures and delivery methods. The authors suggest that sport management profession could benefit from a global model of standardization as long as the model has an appropriate amount of flexibility so not to discourage creativity.

The sport management profession needs to seriously consider expanding its oversight of sport management curricula to include two-year colleges and developing a flexible global model for sport management curriculum development.

The authors, in this paper, are focusing on two-year colleges and set forth the following points:

1. Two-year colleges should offer an approved associate degree in sport management monitored by the Sport Management Program Review Council.
2. Four-year institutions should consider approved two-year college sport management programs and courses transferable and develop sound program articulation agreements.
3. NASPE/NASSM should develop appropriate guidelines for associate degree programs in sport management.
4. Two-year college faculty should be considered qualified to teach sport management courses in approved programs and encouraged to join NASPE/NASSM.
5. Two-year college students from approved sport management programs should be prepared to either enter a four-year baccalaureate program or the sport job market.

Two-year colleges should offer an associate degree in sport management monitored by the Sport Management Program Review Council

Times have changed and the two-year college has grown rapidly to meet the needs of its many and diverse stakeholders. The two-year colleges attract millions of students because of price, location, convenience, and program offerings. The two-year colleges have multiple roles to perform for their students, including but not limited to: (1) offering certificate programs and associate degrees; (2) developing partnerships with four-year institutions to provide a smooth transition for those students who transfer; and (3) providing foundation courses, such as: introduction to accounting, introduction to management, introduction to finance, introduction to sport management, introduction to social and behavioral aspects of sport, and basic studies for general education. Further, the authors suggest that two-year colleges (1) introduce students to sport management courses two-year colleges and increase the likelihood the students will transfer upon graduation to an articulated baccalaureate sport management program; (2) groom students more effectively initially than a four-year institution in basic studies and introductory sport management courses and practicums; and (3) prepare students for entry level positions that do not require a baccalaure-

ate degree. Finally, the authors suggest that NASPE/NASSM develop a marketing program to recruit two-year college faculty engaged in teaching sport management courses to join, and encourage a dialogue between two and four-year sport management faculties. Four-year institutions should consider approved two-year college sport management programs and courses transferable and develop sound program articulation agreements

The first step is to open the communication channels between the sport management faculties at the two- and four-year institutions. It is important to recognize that recruitment and retention of students is increasingly important to both the two- and four year institutions, so providing a well-defined program articulation can benefit both institutions and student needs.

The program articulation agreement between two- and four-year institutions can provide a smoother transition from foundation courses to more advanced coursework.

The Accounting Education Change Commission (AECC), which promotes change in the accounting principles courses has recognized the importance of two-year colleges for initial accounting education. It is estimated that over 50% of students take their first accounting course at two-year colleges. (Accounting Education Change Commission, 1993) Sport management programs in two-year colleges can successfully offer basic courses like introduction to sport management, introduction to social and behavioral aspects of sport, introduction to sport governance an ethics, internship, and practicums. Like accounting programs, more advanced content and theoretical courses would follow the foundation courses in sport management programs in baccalaureate programs.

Approved four-year programs should open discussions with two-year colleges to develop sound program articulations. These articulations can lead to many more new students entering the four-year program during the junior year. The articulations foster and encourages a smooth transition with the transfer and native students. It is a win-win situation for students and the institutions involved.

Australian Format (global perspective)

In Australia, there are few ways to embark on a career in sport without having earned a degree from a university. Students can enroll in Technical and Further Education (TAFE's) programs, the equivalent to the two-year college in the United States, which offer certificate programs to advanced diplomas based

upon the Australian National Training Packages. These training packages were developed and driven by industry for industry and have been recognized by the Registered Training Organizations (RTO). The training packages consist of a curriculum focusing on areas such as sport administration, coaching or marketing and are competency based. Similar to NASPE/NASSM standards, the national training programs conform with the Australian sport industry standards to ensuring quality control. Student may use these experiences and coursework to apply towards credits called recognition of prior learning (RPL) at most Australian Universities. (Kline, 2001) Interestingly, in contrast to the United States, in Australia there are several preparation opportunities other than a baccalaureate degree for individuals seeking employment in the sport industry. NASPE/NASSM should develop appropriate guidelines for associate degree programs in sport management.

North American Society for Sport Management and National Association for Sport and Physical Education (NASPE/NASSM), in order to meet the goals of sport management education, identified minimum body of knowledge necessary for a quality sport management program curriculum (Sport Management Program Standards). In the early days, faculty designed a sport management curriculum without the benefit of a curriculum guide. Currently, the faculties in two-year colleges are in the same position as their counterparts in four-year institutions prior to efforts during the eighties by NASPE/NASSM in developing the sport management curriculum standards.

The Sport Management Program Review Council should develop guidelines for the develop of sound two-year programs and what should be considered when a program is articulated with an approved baccalaureate program. The two-year college curriculum should include between 24-33 semester hours of general education (primarily basic studies, e.g., English composition, speech, mathematics, etc.), 12-15 hours of introductory business (e.g., accounting, finance, marketing, management, and economics), and 15-18 hours of sport management introductory coursework (e.g., introduction to sport management, introduction of social and behavioral aspects of sport, introduction to sport finance, and introduction to sport marketing, and an internship). These courses could provide the student with the initial skills and competencies exposure to introductory sport management and business administration coursework. These graduates would qualify for lower entry-level positions. The baccalau-

reate programs would offer more advanced theoretical and applied curriculum, which would prepare graduates to enter higher entry-level positions.

The four-year institution offering a sport management program would accept a block of credit approximating 60-70 semester hours and add an additional 60-70 hours of upper division courses to complete the baccalaureate. The two-year colleges could specialize in introductory 100-200 level courses that would lead into the upper level courses. The NASPE/NASSM guidelines would be modified and expanded to include the associate degree level. Two-year college faculty should be considered qualified to teach sport management courses in approved programs and encouraged to join NASPE/MASSM

Today, there are many qualified faculty teaching in the two-year colleges. The faculties have experiences in wellness and fitness management, fitness facility management, and athletic administration. It is common to find faculty teaching sport management courses while, at the same time, working as respected sport practitioners. The faculties at two-year colleges are not under the same tenure and promotion requirements as their counterparts at four-year institutions. Teaching and service are weighted more favorable in two-year colleges than research and publications in peer reviewed journals. The importance of faculty having practical experiences is recognized by Tim Hatten, a faculty member at Rock Valley College who is also involved as the Director of the National Youth Sports Program, General Manager of Men's Major Fastpitch Softball Team, and Director of a Fastpitch Softball League. According to Tim, ". . . hands on experiences are the important links for students to the sport job market."

(Hatten, 2001) Similarly, in Australia, faculties tend to be more practically oriented. Research is not an important requirement for sport administration faculty. It is important for faculty to have experiences in the field of sport administration. Students tend to bridge the gap between the classroom and the sport field faster when mentored by a faculty member who has current or has had hands-on experiences in the field. Two-year college students from approved sport management programs should be prepared to either enter a four-year baccalaureate program or the sport job market.

Two-year sport management programs are here to stay and should not be feared nor ignored. The approved four-year institutions should encourage students from approved two-year programs to transfer. The four-year institutions should develop program

articulation agreements to ensure courses will transfer, and promote a smooth transition for students from one sport management education experience to another.

In the summer of 1996 Indiana State University developed an Office of Program Articulation and Course Transfer. One of the primary functions of the office is to develop written program articulation agreements between two-year colleges and Indiana State University. Currently, Indiana State University has over 60 completed agreements in force and another 70 in various stages of development. The agreements provide a seamless link to a baccalaureate degree. The student who completes all aspects of the agreement will be credited with 62 semester hours and have an additional 62 hours added to complete the baccalaureate requirements. All agreements are developed with faculty consultation and approval. (Sawyer, 2001)

Indiana State University has two recreation and sport management program agreements in force, one with Vincennes University, (IN) and the other with Lake Land College (IL). The agreements are similar in that students from each institution will complete 32 semester hours in general education (e.g., English composition, Speech, Mathematics, Computer Literacy, laboratory science, humanities, social sciences, physical education, etc.), 15 hours in business courses (e.g., accounting, finance, management, management of information systems and marketing), and 15 hours in recreation/sport management (e.g., introduction to recreation/sport management, group leadership in recreation/sport management, recreation/sport programming, recreation/sport facilities, psycho-socio aspects of recreation/sport, and recreation/sport seminar). Each year Indiana State University will gain between 15-20 rising juniors in the sport management program from these two agreements. These students will complete a baccalaureate because they are mature and confident focused students. Finally, there are obvious benefits to the students, the institutions, and the sport management profession (see Table 2).

It is true there are many sport management educators and practitioners who are not members of either NASPE or NASSM for a variety of reasons beyond this discussion. Often educators and practitioners do not join because we the members do not encourage them to join. Every sport management educator and practitioner should be encouraged to join one or both of the organizations and especially two-year educators. Many of the two-year educators are educators and practitioners and can offer a new and fresh perspec-

Table 2
Sport Management Program Articulation Benefits

Entering Student	2 year Inst.	4 year Inst.	Sport Professional
lower costs	Decreased attrition rate	Decreased attrition rate	Broader background
Improved basic skills	Early entry into field	Increased enrollments	Confidence
Better preparation at all levels	Introductory courses	Specialized coursework	Technical and Human skills
Transition into college	Student recruitment	Increased FTE	Stronger basic skills
Increased confidence	Increased graduation rate	Increased graduation rate	Hands-on experiences

tive to the organization. They should be embraced and encouraged not feared and looked down upon. They can be a valuable asset and partner to the sport management profession.

Entering the sport job market

The two-year college is an important link in the educational experience preparing future sport managers for entry into management levels positions in a myriad of sport related occupations. Jeff Vinson, training manager for Sonesta Hotels in New Orleans states, "Nothing can take the place of experience, but experience and education can be a valuable combination." Further, he states, "there is growing gap between what skills are needed and what people are coming out of high school with and this program the two-year associates degree fills the gap between having a bachelor's degree and having no degree." (Hahn, 1997, ??) It is important to offer practicum experiences at the two-year colleges to introduce and provide students with important skills and competencies to be successful on the job after completing their education experience at either the two- or four-year institution.

In Australia, the students are continually working in the sport market place developing their skills through on-the job training supplemented with coursework. By the time they have completed their advanced diploma, they will have already worked in the sport environment for two years and been exposed to the culture and operations of the organization. The Australian model places emphasis on hands-on experience. Whether the students enters the job market after the two-year college experience or after graduating from a four-year institution everyone will benefit, the student, employer, two and four-year institution,

and the sport management profession.

Conclusions

The expansion of the sport management curriculum in two-year colleges is a new educational trend. The sport management profession in general, NASPE/NASSM, faculty, students, and employers need to embrace the trend, and like a new child provide it guidance, support, and love. Some educators may not be prepared to recognize nor willing to accept this new trend. More often than not, program implementation at the two-year college can fail because of inadequate attention given to all stages of the development process. Educators in four-year institutions should concentrate their deliberations on the formal structure of the entire undergraduate curriculum including two- and four-year programs. The focus should be on course content, and learning objectives, and faculty roles and responsibilities. The sport management profession has a great opportunity to share its past experiences in developing the current sport management program standards, and embrace the notions that there (1) is a need for and a desire to have a sport management curriculum in two-year colleges, (2) exists a quality critical faculty mass to teach the curriculum, and (3) is a critical curriculum mass to build the programs available.

The Sport Management Program Review Council (SMPRC) of the National Association for Sport and Physical Education (NASPE) needs to seriously consider developing standards and competencies for two-year programs. These programs are great feeders to four-year institutions. But these programs must be able to prepare students to enter approved four-year institutions as rising juniors capable of successfully completing a baccalaureate degree and blending in with

the native four-year student. Further, these programs should be monitored for compliance with NASPE/NASSM curriculum standards, as are the four-year counterparts.

It is natural to have two-year programs. What it means is that sport management has come full-circle as an academic discipline—A.A./A.S. to B.A./B.S. to M.A./M.S. to a Doctorate. As a profession all levels of preparation are extremely important and useful. No one level should overshadow another but rather all levels should be interconnected, learning-centered, and sequential. Program articulation agreements are a first step to align two-year programs with four-year programs and should not be seen as a threat but rather as an opportunity. The sport management profession should not fight the movement but rather embrace it and encourage the development of sound two-year sport management programs.

Finally, NASPE/NASSM needs to provide the leadership to encourage and assist in the development of two-year sport management programs, and embrace its faculty as equal partners in the education of future sport management professionals

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Dr. Sawyer is a Professor of Physical Education and Recreation and Sport Management, and Coordinator of the graduate sport management program in the department of Recreation and Sport Management at Indiana State University. Dr. Sawyer has been a high school and university coach in the following sports: baseball, soccer, and track and field. He was an associate athletic director at a NAIA, Division II school, an intramural and recreational sports director at three different institutions of higher education, and a department head or chair of a department of HPE or PE in three different institutions.

He has 36 peer reviewed professional articles in national and international journals, 31 articles for-hire, and 86 other articles in state journals reviewed by editors. He has authored a variety of chapters in a number of textbooks. He has co-authored a club, recreation, and sport management, and coaching education textbook and authored an employee services management textbook, and a golf management book regarding legal issues.

Dr. Sawyer has given 63 peer reviewed professional presentations at state, regional, national, and international conventions, and 111 workshops at state, regional, and national meetings. His research areas focus on coaching education, facility and equipment development, sport law, and sport nutrition.

He has been actively involved in professional organizations serving as President, Indiana AHPERD; Chair, Council on Facilities and Equipment; President, American Association for Active Life Styles and Fitness; Treasurer, Society for the Study of the Legal Aspects of Sport and Physical Activity (SSLASPA); Executive Director, SSLASPA; Editor, Indiana AHPERD Journal; Chair, JOPERD Editorial Board; Editor, Journal of the Legal Aspects of Sport; and Editor, AAHPERD Law Review.

Dr. Sawyer is President of the Indiana Center for Sport Education, Inc. (ICSE). The ICSE provides the following services: coaching education seminars, liability seminars, legal consultation, and risk management audits.

Reprinted Article

Enhancing the Physical Education Pre-Service Curriculum: Implementing Service-Learning

By Karen Swanson, Judson College, Elgin\
Reprinted with permission *TAHPERD Journal*, Spring 2001

According to Jacoby (1996), "Higher education is being called on to renew its historical commitment to service. Its foremost experts are urging colleges and universities to assume a leadership role in addressing society's increasing problems and in meeting growing human needs" (p. 3). With the combination of increased interest in community service and an increase in student centered learning, service-learning has flourished on some higher education campuses.

Defining Service-Learning

The literature provides numerous definitions to describe service-learning. Some researchers define service and learning separately while others use a hyphen to indicate the composite nature of the construct. Bringle and Hatcher's (1996) definition seems to be the most comprehensive.

"We view service learning as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Unlike extracurricular voluntary service, service learning is a course-based service experience that produces the best outcomes when meaningful service activities are related to course material through reflection activities such as directed writings, small group discussions, and class presentations. Unlike practice and internships, the experiential activity in a service learning course is not necessarily skill-based within the

context of professional education" (p. 222).

The literature indicates service-learning is a pedagogical method, contains many variables and is best defined through examples. Within the curriculum, service-learning can be a separate course, an assignment within a course, or an extracurricular activity. There is not agreement on the definition, details, or forms of service-learning. But there is a consensus on two characteristics of service-learning, reflection and a reciprocal relationship. Reflection is when students think critically about their experiences. Reciprocity is when the service reinforces and strengthens the learning, and the learning reinforces and strengthens the service. These two salient characteristics are critical to the success of service-learning.

Historical and Philosophical Basis

Service-learning is not a new educational concept. The aim of early universities was to prepare students to be active citizens and serve the community. With such programs as Peace Corps in the 1960s and 1970s, and the National and Community Service Trust Act of 1993, higher education has been linked to the concept of service. The 1990s have seen an increase in participation, literature and conferences regarding service-learning.

John Dewey's philosophy alleges that education has a vital role to play in a democratic society and is reinforced in university mission statements aspiring "to produce responsible citizens." A goal of higher education is to equip students with the understanding, skills, and attitudes necessary for them to be engaged and effective citizens. But, "the concept-centered basis of traditional classroom instruction alone is inadequate to provide education for the well-prepared

citizen" (Koulish, 1998, p. 9). Service-learning epitomizes this educational philosophy by making learning active, connected to experience in a meaningful way, and linked to social responsibility.

Goals of Service-learning

Cooper (2000) from Florida International University provides a list of the goals of service-learning.

- To enhance student learning by joining theory with experience and thought with action.
- To fill unmet needs in the community through direct service which is meaningful and necessary.
- To enable students to help others, give of themselves, and enter into caring relationships with others.
- To assist students to see the relevance of the academic subject to the real world.
- To enhance the self-esteem and self-confidence of students.
- To develop an environment of collegial participation among students, faculty, and the community.
- To give students the opportunity to do important and necessary work.
- To increase the civic and citizenship skills of students.
- To assist agencies to better serve their clients and benefit from the infusion of enthusiastic volunteers.
- To expose students to societal inadequacies and injustices and empower students to remedy them.
- To provide cross-cultural experiences for students.
- To better prepare students for their careers/continuing education.
- To keep students in class and serve as a tool for retention.
- To give students greater responsibility for their learning.
- To impact local issues and local needs.

Benefits

Developing Caring Citizens. Issues today in our society include diversity and the struggle between individualism and social responsibility. Service-learning helps alleviate these issues by providing opportunities for students to develop relationships with others who are different from themselves and to be "challenged to give serious thought to what it means to care as they struggle to evaluate their commitment to the lives of others" (Rhoads, 1998, p. 293).

Enhancing Student Learning. Service-learning can be a valuable form of practical experience that enhances learning. Students can learn to think critically, develop a sense of civic and social responsibility, learn about themselves and their community, or

learn nothing and be unchanged, or learn the wrong lesson such as creating or reinforcing prejudices and stereotypes. Reflection is crucial to the education process to ensure positive learning outcomes.

Stachowski & Visconti (1998) studied student teachers participating in service-learning experiences. The study found several benefits of the service learning project to include "a greater understanding and appreciation for the nature of other people's lives, greater awareness of their own strengths and weaknesses, a positive attitude toward volunteering in the future, opportunity to learn things that cannot be learned in the classroom, and a commitment to make service learning a part of the curriculum in their future classrooms" (p.216). Students involved in service-learning courses were also found to be more satisfied than the comparison respondents with their course (Gray and Associates, 1999).

More Effective Teachers. Implementing service-learning creates a more dynamic and interactive learning environment, enhances student learning, and increases faculty satisfaction with teaching. The teachers become reflective practitioners and identify additional ways that their discipline and their expertise can address the needs of society, while becoming powerful models of effective teachers to their students and colleagues.

Institutional Benefits. One common outcome of service-learning is enhanced relations between higher education and community organizations. This enriched relationship can provide an opportunity for positive publicity for the institution and positive relations with the organization participating in the project and the community at large. Therefore, it is crucial to establish quality service-learning programs or the chance for enhanced relationships is lost and there may even be a need to alleviate damaged relations.

Community Benefits. The community benefits by having real needs met by volunteers. A community organization may be limited by facilities, personnel, or finances but service-learning provides the resources to meet and possibly exceed those needs.

Planning a Successful Service-Learning Project

A description of planning and implementing a service-learning project in a course offered Spring semester, 2001, is described.

Step 1: Choose Which Course Service-Learning Will Be Implemented

After evaluating course objectives choose a course in which the content and competencies are most con-

gruent with service-learning and would be conducive to implementing a project. I choose the course "Organization and Administration of Sport."

Step 2: Make Contact with Community Organizations

What are the potential communities? Community organizations are usually based on recommendations from volunteer centers, friends, students, faculty, and staff. Schools and community agencies could initiate contact with a local university to establish a partnership. Use previous connections to establish a partnership. Establish community connections with organizations whose needs are congruent with course objectives, that will provide productive situations for students, and provide genuine resources useful to the community. Placement quality makes a difference. The process of setting up a partnership may be consuming at first, but if it is a positive experience for both parties, the relationship will continue in the future.

The service-learning project was a "field day" at a private school (140 students, K-7th grades), and a "play day" at a church's early childhood program (18 children, 2-4 years of age) and (24 children, 2-5 years of age). Other potential projects may include after school programs, or an intramural program.

Step 3: Consult Administration and the University Attorney

Describe the service-learning project to your administration and seek their support. Consult with the university attorney to review all procedures, coverage, and risks. All students and participants should be fully informed, in advance, of any risks inherent in the activity, must knowingly consent to undertake such risks. Obtain any liability waivers needing to be signed by the students. Be certain the community organization has liability coverage for volunteers.

Step 4: Choose a Successful Service-Learning Project

The Florida International University Volunteer Action Center lists questions to consider when planning a successful service-learning project.

- Will students be excited about the project?
- Does the project offer opportunities for student leadership development?
- Will students experience real learning?
- Does the project offer opportunities to develop friendships?
- Have you set aside time for orientation, reflection, and evaluation?
- Will the service be challenging, meaningful, valuable, and necessary?

- Is it "do-able?" Is the project within the resources (time, people, money, and expertise) of the professor, the group, and the volunteers?
- Is any special training, orientation, paperwork, medical checks, fees, or background checks needed first?
- Will it conflict with any other group or events on campus? Will there be any possible opposition?
- Is there potential to build coalitions with other campus groups? Will it be open to diverse student populations?
- Is there a clear entrance and exit strategy, an understanding of the volunteer's roles and responsibilities, and are they prepared for what they will experience?
- Has the university attorney been consulted?
- Is it safe? Has "due care" been exercised to attempt to foresee any potential dangers and have the necessary precautions been taken?
- Have waivers been collected for everyone?
- Has a site visit been conducted?

Step 5: Determine Student Group Requirements

These were the assignments given to each group.

- Develop a group covenant and abide by it
- Assign student roles
- Fulfill assigned roles
- Meet deadlines
- Attend the event wearing professional attire. (No jeans, cut-offs, gym shorts or un-tucked shirts).

Step 6: Determine Criteria for Evaluation

Student evaluation may include all or a combination of the following assignments: success of the event, group notebook, reflection paper or journal, and group presentation. Rubrics may be developed with specific criteria for each assignment.

- Success of the event
Was the event well-planned? Were the objectives of the event met? How did the community organization evaluate the experience?
- Group Notebook

Job descriptions and personnel; time line; legal forms; safety and first aid procedures; event details including schedules stations, equipment list, awards; budget and receipts; participant evaluations, etc.).

- Reflection

Exley (1998) reminds us "the appropriate use of reflective teaching strategies represents the most critical aspect in assuring the effectiveness of service learning" (p.3). For the Organization and Administration of Sport course, students were required to write a reflective paper. Students were to think critically about their experiences and reflect on the fol-

lowing areas: evaluate each member of your group, assign the grade you think he/she deserves for the project and provide rationale for each grade, describe how you applied course content with the service-learning project, describe what you learned, describe what you liked and explain why, and describe what you disliked and explain why.

Other reflective options can include a reflective journal that includes descriptions of concerns, insights, doubts, fears, celebrations, critical questions about issues, people, and self, creative projects such as music, videos, and artwork, and oral group reflection of the experience.

• Presentation

Explain event objectives and how they were met. Provide a description of the event (may show video clips and pictures). Describe what you learned.

Step 7: Explain Service-Learning

- Explain service-learning and check for student understanding concerning the importance of the task they are doing, and how it fits into the overall class.
- Describe the projects and number of students needed per project. Never have too many students that they feel they were not really needed. If necessary, find more projects.
- Assign students, or let them choose, their project.
- Describe the student roles and responsibilities.

Step 8: Teach Course Content

The course content covered in Organization and Administration of Sport included developing leader-

ship skills, team building, communication, conflict resolution, program planning, budgeting, legal liability, personnel management, equipment, publicity, and working with volunteers. Organize topics as they occur in the service-learning project. Allow time for the groups to apply the course content in their project.

Step 9: Provide Student Feedback

It is important to facilitate student learning through feedback. Evaluate student work throughout the semester and address weak areas. Keep students accountable to their deadlines and assist students, when asked, to resolve any group problems or address those who are not fulfilling their roles. Give honest and sincere praise that reinforces their learning. If resources are available, provide T-shirts for the day of the event.

Step 10: Attend the Event

The instructor's presence at the event is vital. Students have worked hard all semester and are proud of their work. The presence of the instructor communicates encouragement and support to the students and value to the project.

Step 11: Debrief

Immediately after the event is a good time to debrief with the group. Discussion may be made over lunch. The event is fresh in their minds and they are excited to talk about it. It is also a way of rewarding students and giving them a chance for celebration of a successful event.

Assessing student learning can be accomplished

through a variety of evaluation tools. Probably the most effective would be by using rubrics to evaluate group notebooks, presentations, and reflection exercises.

Program evaluation includes collecting the input from all the stakeholders, specifically, the students, the community directors, and the participants. These evaluations will assist in creating successful service-

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learning projects in the future.

Program Outcomes

The director of the early childhood program at the church, expressed the service-learning project was a positive experience. She states, "It was good for the children to have different authority figures, to participate in different activities, and the awards ceremony at the end made them feel special. The kids loved the T-shirts, Suzi wants to wear her T-shirt everyday. The Judson students were prepared for the day and flexible when activities needed to be adjusted."

The Judson service-learning project fulfilled many of the claimed benefits. Students connected with the course material and learned about themselves. The students expressed in their journals that the service-learning project was a valuable learning tool. Each of the following quotes is from a different Judson student.

"The activity pretty much sums up the class. We used all of our knowledge from notes and readings to put together a fun filled day of activities for 140 children. I can use my knowledge from this experience for future events."

"... it gave us the opportunity to interact with kids and get a taste of organizing and running an event. Since we had to plan everything and set it up, it gave us a chance to do what we talked about in class, and was a hands on learning experience."

"I learned a lot about myself that day. I learned that I was really meant to work with children."

"My personal experience was awesome. It helped me learn how to communicate with people and organize how the program should go, it taught me how to listen to people. I caught myself cutting people off, snapping at them. It was a wonderful experience." One student summarized his service-learning experience as "A Day at the Beach (his group's theme) and a day in the classroom."

Conclusion

Higher education is taking major steps, through implementing service-learning, toward reaffirming its vital role in responding to growing social needs. Service-learning has been found to enhance student learning by making the course more relevant, encouraging students to be active learners of the discipline, and motivating better citizenship, thus bringing benefits to both the student and the community. Service-learning does require a greater time commitment from the instructor than in a typical class format, but the majority of the faculty say, "It was worth it."

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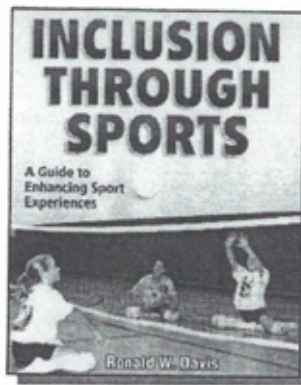
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New Guide Teaches Successful Inclusion

CHAMPAIGN, IL—According to a recent report in *Palaestra*, a leading adapted physical activity journal, one of the problems many physical educators face is

the fact that inclusion in their schools is not being carried out properly. Like mainstreaming in the 1970s, many school districts simply dump children with disabilities into general physical education without providing any staff training.

Inclusion Through Sports is a new resource designed to close the training gap. It presents games and activities derived from six popular disability sports that help improve appropriate services to students with disabilities and broaden and enrich the curriculum for all students.

The disability sports featured in this book are promoted through organizations that conduct national or international competitions, so students learn skills that they'll have a greater opportunity to use throughout their lifetime. Specific inclusion suggestions address the psychomotor, cognitive, and affective domains, so students with disabilities can play decision-making roles that engage them as full participants.

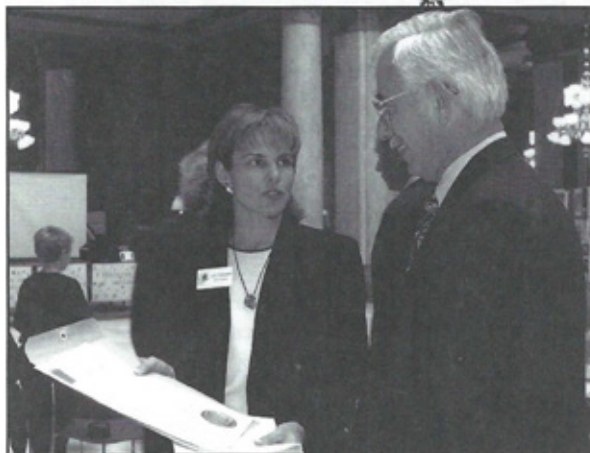
Whether teachers want to present a disability sport in its entirety or integrate selected disability sport skills into their sport units, *Inclusion Through Sports* shows them how. After an introductory section, they'll find two disability sports for each of three categories: invasion games, net games, and court games and track events.

For each sport they'll find an assortment of individual, small group, and teamwork games, complete with easy-to-follow adaptation guidelines. Each game is organized by skills taught, formation, equipment, description, and extension. The games also are grouped according to functional profiles for students with low, moderate, and high ability, so teachers can easily tailor class activities to the capabilities of their students.

ABOUT THE AUTHOR

Ronald W. Davis, PhD, is a professor of adapted physical education at Ball State University. He has two decades of experience teaching, researching, and serving as an advocate for people with disabilities in physical education.

In the North Atrium of the Indiana Statehouse, Elise Studer Smith reviews the Proclamation with State Representative Duane Cheney from Governor Frank O'Bannon. It proclaims March 7th as SHAPE UP INDIANA DAY. Elise Studer Smith, Chairperson, for the Legislative Summit to inform legislators of the importance of lifetime daily physical activity. Elise received a grant from the Center for Disease Control (CDC) to bring attention to the importance of improving the well-being of inactive Hoosiers, and increase awareness about the health risks of excess weight and increase awareness about the health and educational benefits of everyday physical activity. Elise is also a Physical Education teacher at Sunman Elementary School. As a teacher, we know healthy students learn better but research is showing that there is an alarming increase in overweight and obese children. Physically inactive students are at increased risk for many chronic diseases, including heart disease, stroke, colon cancer, diabetes and osteoporosis. Physical inactivity threatens to



STATE OF INDIANA
EXECUTIVE DEPARTMENT
INDIANAPOLIS

PROCLAMATION

TO ALL TO WHOM THESE PRESENTS MAY COME, GREETING:

Executive Order

- WHEREAS, from 1991 to 1997, daily participation in physical education dropped from 42 percent to 27 percent; and
- WHEREAS, almost half of young people from the age of 12 to 21 get no vigorous exercise on a regular basis; and
- WHEREAS, physical inactivity contributes to increased risk for childhood obesity and other chronic diseases such as heart disease, stroke, colon cancer, diabetes and osteoporosis; and
- WHEREAS, participation in physical activities and sports can promote social well-being as well as physical and mental health among young people; and
- WHEREAS, the goals of the one-day summit are to improve the well-being of inactive Hoosiers, increase awareness about the health risks of excess weight and increase awareness about the health and educational benefits of everyday physical activity; and

NOW, THEREFORE, I, FRANK O'BANNON, Governor of the State of Indiana, do hereby proclaim March 7, 2002, as

SHAPE UP INDIANA DAY

in the State of Indiana, and invite all citizens to take due note of the observance.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Indiana at the Capitol in Indianapolis on this 5th day of March, 2002.

Frank O'Bannon

BY THE GOVERNOR: Frank O'Bannon
Governor of Indiana

Sue Anne Gilroy

ATTEST: Sue Anne Gilroy
Secretary of State



reverse the decades long progress we have made in reducing death and suffering from cardiovascular diseases. We need children, parents and communities to participate in daily physical activity and sports so they can promote social well being, as well as improved physical and mental health.

Futura AAHPERD National Convention Dates

Mark your Calendar Now!

The 2003 AAHPERD National Convention & Exposition in partnership with Eastern District AAHPERD and Pennsylvania AHPERD will be held April 1–5 in Philadelphia, Pennsylvania. Presentation proposals are now being accepted. Submit your proposal online at www.ahperd.org.

2003

**April 1–5
Philadelphia, Pennsylvania**

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

2004

**March 30–April 3
New Orleans, Louisiana**

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

2005

**April 12–16
Chicago, Illinois**

Hold on to your hats and tie back your hair! You may be blown away by the vibrant landscape of this Windy City that built the first sky-scraper. Stroll or take a carriage ride through its 3,766 miles of streets to one of 120 theater and musical venues, then relax in one of over 50 art museums.

2006

**April 25–29
Salt Lake City, Utah**

Salt Lake is one of America's hottest cities. But not the way you're thinking. Recently named "America's Most Livable City" and host of the 2002 Winter Olympic Games. In the meantime, there's plenty of great stuff; gorgeous scenery, interesting attractions, superb restaurants, great nightspots, and friendly people.

2007

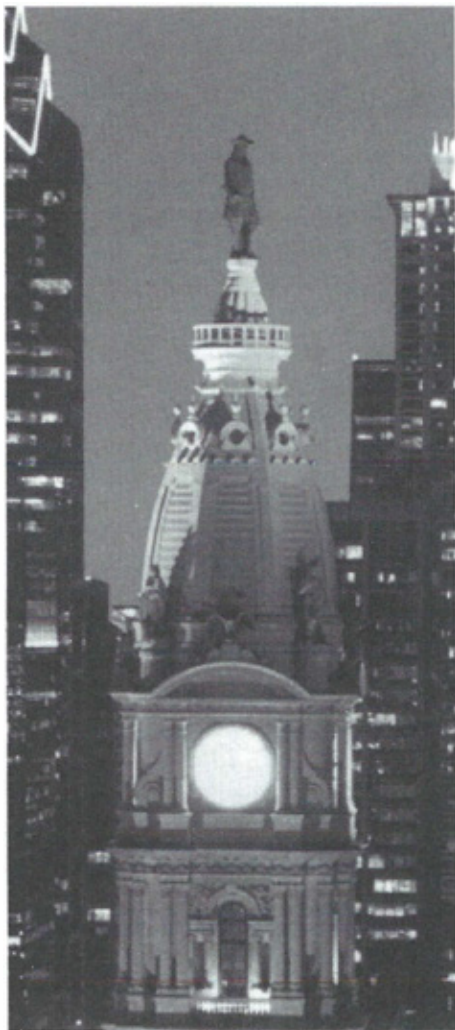
**March 12–17
Baltimore, Maryland**

Baltimore, the 12th largest city in the United States, known as the "Charm City," offers a central location on the Atlantic seaboard. You will find dozens of attractions, from fine dining to a "roll-up-your-sleeves" crab feast. Home of Orioles baseball, Ravens football, and horseracing at Pimlico. History buffs and art lovers will find historic sites, world-class museums, theaters, and performing arts organizations. You'll find lots to do in Baltimore.

2008

**April 8–12
Fort Worth, Texas**

Known as the city "Where the West Begins," Fort Worth embraces its cowboy heritage while moving forward with a revitalized downtown and major cultural attractions. In the late 1800s, Fort Worth was a major stop for cowboys on the legendary cattle trails. And today, Fort Worth is a major stop on tour itineraries. Why? Because Fort Worth delivers a unique mix of Old West history, top attractions, and fun activities.



ATTENTION

AGENCY: U.S. Department of Education; Office of Elementary and Secondary Education (OESE)

PROGRAM: Carol M. White Physical Education Program

ITEM: Notice seeking applications for new awards for FY 02 under the Carol M. White Physical Education Program, which provides grants to initiate, expand, and improve physical education programs, including after-school programs, for students in kindergarten through 12th grade in order to make progress toward meeting state standards for physical education.

ACTION: Applications are due by June 7, 2002. Nearly \$50 million is available, out of which OESE intends to make 165 awards ranging between \$100,000 and \$500,000. Eligibility extends to local educational agencies and community-based organizations, including faith-based organizations. See <http://e-grants.ed.nov> for electronic access to that application package, or <http://www.ed.nov/offices/OESE/esea/progsum/title5d.html#toP> for access to programmatic information.

CONTACT: Ethel Jackson, 202/260-2812. E-mail: Ethel.Jackson@ed.nov.



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For more information contact:

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llgroombridge@manchester.edu

OR

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

Reprinted Article

Accurate Water Testing Equals Better Water Chemistry

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Clear, clean water is an essential ingredient to attracting and maintaining patrons to any aquatic facility. However, maintaining correctly balanced water is impossible without accurate water testing. Failure to test the water correctly and frequently can result in poor water chemistry and potential for patron illness.

Test Frequency

Natatorium water should be tested hourly for outdoor facilities and every other hour for indoor facilities. The reason is simple, conditions change rapidly and so does water chemistry. If you test less frequently, by the time you realize your water chemistry has changed, you have a problem.

Pools should be tested at both the deep and shallow ends. Irregularly shaped water attractions such as lazy rivers, slides and play pools may need to be tested in multiple locations.

The Indiana State Bathing Code specifies that pools should be tested for chlorine and pH levels only once per day. This should be considered a required minimum only. The code also specifies testing for alkalinity and cyanuratic acid weekly. All test results must be recorded, one copy should always be retained in the pool operators fileⁱ. Chemistry records should be submitted to the state as required. Spas and hot tubs must be tested three times daily at a minimum under state regulations, again, hourly testing is recommended.

Testing Equipment and Supplies

Every pool should possess a comprehensive test kit

capable of analyzing chlorine, bromine, pH, alkalinity, and hardness. An additional kit for measuring total dissolved solids is also important. A thermometer measuring air temperature should be permanently mounted on the wall and a thermometer for measuring water temperature should be present in both deep and shallow ends. Air temperature should be 3-5 degrees warmer than the water temperature for the comfort of the swimmers.

Test kit reagents have a shelf life of a maximum of one year. Phenol red, the reagent most often used to indicate pH reading is good only for six months. Reagent product life diminishes rapidly if stored in direct sunlight or high heat and humidity. Using expired reagents produces a dangerously inaccurate picture of the pool's chemical balance and may result in illness to the patrons. Mixing old, expired reagents with new reagents contaminates the new stock and skews test results. To prevent this from happening, reagents should be discarded (down the drain) when expired, or at the end of the season for seasonal pools.

The Indiana state Bathing Code specifies that test kits must be able to record pH readings between 7.0-8.0. Test kits must also be able to measure total chlorine, and alkalinity. If the pool in question does not use chlorine as a disinfectant, the test kit must also be able to measure that disinfectant.ⁱⁱ

To prevent inaccurate readings from expired reagents, record the date on the bottle of the reagent as soon as it is purchased. Near the expiration date, order fresh chemicals and discard the expired reagents. Do not combine expired and new chemi-

icals; this will contaminate the new reagent and skew test results.

Water testing color comparators may also become bleached out due to constant exposure to sunlight, this giving incorrect test results. Color comparison slides should be replaced at the signs of fading of colors.

To preserve the integrity of the entire test kit, store it in its original container with instructions. Keep the lid sealed and store it in a dark cool place. Do not store it on the pool deck; heat and high humidity will destroy the reagents. Test Methods

Water samples should be taken 12 inches below the surface, and not in front of water return inlets. This procedure avoids skimming the top layer of water, typically heavy with oils and pool chemicals.

When testing water, hold the reagent bottle vertically over the water sample and count individual drops. Do not place your finger over the vial when mixing the sample, use the cap provided. Your body chemistry and oils can alter the sample. After com-

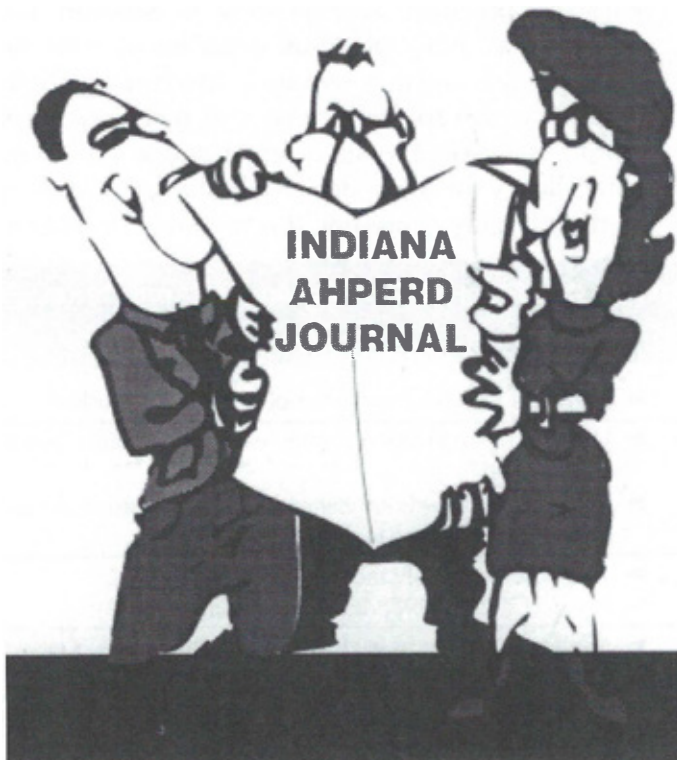
pleting the test, throw the sample into the drain, not the pool. The test kit reagents contribute to the amount of dissolved solids in the pool, which affects water chemistry.

Computerized chemistry testing systems are available. These programs draw water from return lines and provide a constant readout of pH, chlorine, water temperature and other indicators. These results can be dialed up from a desk top computer, eliminating the need to test water as often. If such a system is used, manual testing is recommended at least once daily to act as a check and balance against the computer. Test results must still be recorded.

By gathering an accurate assessment of the water chemistry of your pool, you can regulate it better. This allows you to provide a cleaner, safer, healthier facility? and saves money in the purchase of chemicals.

¹ Title 410 Indiana State Department of Health 410 IAC 6-2.1 "The State Bathing Code"

² Ibid



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**Indiana AHPERD Journal, Nikki Assman,
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Reprinted Article



Developing Conceptual Change

Misapplication of Teaching Concepts

by Molly K Hare

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

Physical education teachers are hard workers. Most physical educators are well intentioned with regard to the teaching responsibilities of their jobs. It is also evident that these teachers desire to do a good job with instructing students, providing meaningful feedback, and monitoring learning. Some physical education teachers, however, misapply and even misconceive certain “rules of teaching,” which have been ingrained in their thinking over many years of observation and / or practice. The following examples display the misapplication of teaching concepts that have been observed, the concerns or problems that arise with that approach, and suggested resolutions for appropriate application of the “rule of teaching” (see Table 1).

Example One

The “rule” of teaching is that lighter equipment is needed at the early phases of learning for all students

in all situations. The misapplication of this “rule” of teaching occurs when teachers misapply this strategy for all students in all situations. For example, teachers use softballs to simulate shot putting in a middle or high school class. As a result of using lighter equipment for all students in the class, some students end up “throwing” the ball rather than “putting” it. Little is learned about the mechanics of the shot put.

The suggested resolution includes providing a variety of weighted objects for the students. A larger sized student may require a heavier shot put than a smaller sized student in the same class in order for the skill to be practiced appropriately. In addition, some students may have previous experiences with field events in track and may require a standard weight shot put with which to practice so that mechanics of the skill are developed. A six or eight pound sphere may be too heavy for some students in the same class and the risk of injury is present. It is important to note that

TABLE 1—Misapplication of the Teaching Concept and Resolution of the Appropriate Application

Misapplied teaching concept	Resolution
▶ Lighter equipment is needed at the early phases of learning.	▶ Provide a variety of weighted objects for the student.
▶ Teachers should cover every skill of a regulation game against during one unit.	▶ Use many small-sided games with two against two or three three. ▶ Focus on a limited number of skills so that students have opportunity to develop skills.
▶ Teachers must start from the beginning and include the most basic skills in each unit taught.	▶ Diagnose or identify the entry level of students. ▶ Practice at the appropriate level of difficulty
▶ Beginning level activities must start from short distances to keep things “under control.”	▶ Apply the context of each teaching setting to the lesson. ▶ Consider the plan for the spatial requirements of the task and activity and the varied student entry and ability levels.
▶ Teachers should correct every performance error that is noticed.	▶ Utilize one learning cue at a time.
▶ Circle or parallel line organizational patterns can be used in any sport setting.	▶ Implement organizational patterns that are similar to game play environments.
▶ Teachers believe that a student who can successfully perform a skill on the first attempt has “earned” that skill.	▶ Allow for multiple trials of skill practice.

when equipment needs to be modified to benefit student learning, the teacher should not modify the equipment if it is not necessary. In addition, the teacher should progress toward implementing regulation equipment in the learning experience as soon as possible.

Example Two

A standard “rule” of teaching is that the teacher instructs the students about the skills involved in the official game. The misapplication of this pedagogical concept is that teachers often present every skill that occurs in an official game during the course of one short unit of instruction. The following scenario describes this misapplication. While instructing the fifth graders during a three week volleyball unit, a teacher presents the skill techniques of forearm passes, overhead sets, spikes, serves, the general rules pertaining to volleyball, and basic court positions that occur during a regulation volleyball game. The problem that results with this misapplication is that students have difficulty in achieving competent levels of skill development. The amount of content that the teacher is presenting to the students will provide an awareness of skills that an official game may require. However, one unit of instruction may not be sufficient for students to accomplish an adequate level of skill performance for each of the six general areas given in the volleyball example.

Instead of the regulation game format of six players against six players, many small-sided games with two against two or three against three should be the maximum number of players in each fifth grade game. Many fifth grade students know how to rotate, yet some have difficulty passing the ball once it is in play. Small-sided games will help to eliminate the games that never go beyond the process of “serve, rotate, serve, rotate” because of skill performance.

One suggested resolution for correcting this misapplication is for the teacher to focus on a limited number of skills so that students have opportunity to develop a level of proficiency. The idea that “less is more” (teaching fewer skills more thoroughly than teaching many skills less thoroughly) may allow for a greater number of students in the class to experience an increased level of proficiency.

Example Three

“All instruction should begin at a general, basic level and progressively get more difficult” is a common concept for instruction. Teachers misapply this concept to believe that they must start from the beginning and include the most basic skills because stu-

dents do not have prior background knowledge. Preservice high school teachers begin badminton or tennis instruction with the stance and the grip of the racquet for all students. Teachers commonly begin instruction in the basketball unit by teaching stationary dribbling for all students. It may be appropriate to review or check student understanding of the dribbling skill. Teaching stationary dribbling, however, is not appropriate at the high school level.

In a similar misapplication, teachers implement lessons where gymnastics instruction begins with the forward roll for all students. The problem inherent in this misapplication is that students who have prior experiences in and out of physical education (such as members of a tennis, gymnastics, or basketball team) are not sufficiently challenged because there is no provision for their present knowledge or performance base.

Resolving this misapplication involves diagnosing the entry level of the students. Once the instructor has an awareness of the skills demonstrated by the students, appropriate lessons are then planned to enhance and further student learning. In effective physical education classes, students are not all doing the same thing as the teacher has extended or refined the task for individuals. Practice at the appropriate level of difficulty has been found to greatly influence student learning (Silverman, 1990).

Example Four

The belief that beginning level activities must start from short distances to keep things “under control” commonly occurs in teaching. In certain contexts, this teaching “rule” is often misapplied. For example, student partners standing 10 feet apart while learning to throw a flying disc is an instance where the limited distance negatively influences skill development. Students would likely experience improper or immature throwing patterns in order to restrict the force and the distance that the disc flies. This short distance is problematic because greater production of force is necessary in order for a mature pattern of throwing to develop.

In a striking context, tennis players learning the forehand stroke have tennis balls tossed to them from short distances in order to practice the skill. One tennis partner taps the ball back in a forehand motion so the thrower can catch it. This arrangement encourages a greater number of practice attempts. However, the problem is that larger amounts of force are needed to develop the mature striking skills. The reduced distance between learners for this context limits the amount of force produced and thus the mature striking

skill is compromised.

Teachers must learn to apply the context of each teaching setting to the lesson. When the contextual setting is ignored, misapplications of teaching “rules” may result. Given the misapplication of teaching “rules,” student learning will be negatively affected. Teachers should consider and plan for the spatial requirements of the task and activity and the varied student entry and ability levels.

Example Five

Another “rule” of teaching is that teachers need to provide correct feedback for observed performance errors. Beginning teachers have been observed to enthusiastically identify performance errors and to provide attempts of correction. The misapplication of this general teaching “rule” occurs when teachers attempt to correct every error that the observed student performed, regardless of the intent of the instructional task. The following scenario illustrates this misapplication. The teacher provides a first grade student with corrective feedback on how to properly grip the whiffle ball bat. After observing the student make an unsuccessful attempt to strike the ball from the tee, the teacher corrects the position of the student’s feet in relation to the tee. When the subsequent attempt to hit the ball is unsuccessful, the teacher instructs the same individual to keep his or her eyes on the ball at all times. The problem with this scenario is that the teacher is providing an overwhelming amount of skill information to the young learner in a brief amount of time. The struggling student becomes unsure of which component of the striking skill to practice—the grip of the bat, the position of the feet, or the visual focus.

The resolution for this misapplication is to offer learners usable amounts of information in which to practice at one time. Graham (1992) recommends that teachers utilize one learning cue at a time. In the previous example, the teacher wanted the student to be able to strike the ball off the tee. In spite of this, individual components of the skill were not sufficiently practiced by this student in order for success to result. The teacher should present a limited number of components for the students to develop. When these components are successfully performed and practiced more than a reasonable amount of time, the teacher should present additional skill components for the students to practice. In the above scenario, the teacher may present the grip of the bat and the position of the feet. Upon subsequent success, the teacher may present instruction with regard to where to focus eyes or extension of the elbows during the swing. Additional components may include stepping with the proper

foot to produce a more forceful swing and following through on the swing instead of stopping after contact is made.

Example Six

Students should be placed in an organizational pattern for drills to be practiced is a practical teaching “rule.” While this is an accurate general statement, in specific situations this general “rule” frequently gets misapplied. Teachers misapply the concept by believing that certain organizational patterns can be used in any sport setting; one needs to only select a circle or parallel line pattern and then generalize its use to the sport being taught. For example, circle patterns of organizing students are used with volleyball setting and forearm passing, basketball bounce and chest passing. Parallel line patterns are often observed during floor hockey and soccer passing drills. The problem resulting from this misapplication is that the circle and parallel line organizational patterns do not resemble the likely organizational pattern encountered in the sport during game play.

The suggested resolution is to design or implement organizational patterns that are similar to game play environments. Instead of having two lines of students facing one another during passing drills in soccer, try to give the passer a choice. Have two receivers for each passer, and organize the students in a triangular shape. Rather than pass directly forward to a partner, the passer elects to pass to his or her partner on the right side or on the left side. Passing to the right side or the left side is more likely to occur during game play. By practicing in a modified game setting, the students may readily transfer learning from the drill work to game play.

A similar resolution can be applied to drills for practicing the set and forearm pass in volleyball. Rather than misapply a circle organizational format that limits transfer to the game play setting, have students practice the specific skills in relation to the net. One partner can toss the volleyball over the net to a second partner. That partner then forearm passes the volleyball to the third partner. The third partner is positioned near the net and is responsible for the skill of setting. The goal of the third partner is to get into proper position to receive the forearm pass and to set the ball along side the net. As in the game of volleyball, the player practicing the setting skill should attempt to keep the set on the same side of the court. When the set and forearm pass are both executed on the same side of the net, the transition to adding a spike fits naturally in the progression.

Example Seven

Successful execution of a skill that is being practiced is an indicator of student learning. Teachers are taught that when students are successful at practice, then it is time to move forward with the lesson and unit content. A misapplication of student practice occurs when teachers believe that a student who can successfully perform a skill has “learned” that skill despite limited practice. Simply because a student has been successful does not always mean that the skill is “learned” and that the learner is ready for additional content. The problem is that students may have more interest because the particular skill is novel for them, students may have a skilled partner who elicits a greater quality of work, or perhaps students experience a certain amount of luck or chance.

An example of this misapplication occurs when students are successful at shooting a basketball through a hoop at a close distance. The teacher observes the students make the short-range basketball shot on their first attempt. Subsequently, the teacher instructs them to take three steps farther away from the basket before taking the next practice shot.

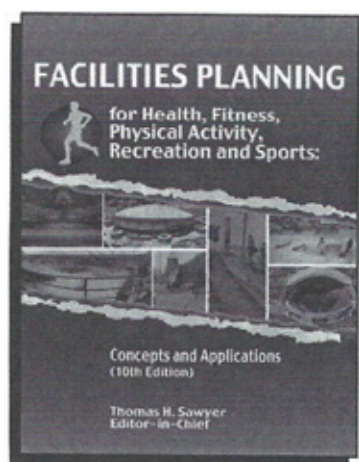
Learning requires a sufficient amount of practice at an appropriate level of difficulty. Too often, teachers observe that students complete the instructional task one or two times with moderate levels of success, and they take that as a signal to mean it is time to teach the next task in the lesson or to challenge the learner with an extension of the task. In order for learning to take

place, more than one or two opportunities for practice are necessary for every learner. Upon multiple trials of skill practice resulting in successful performance, an extension of the learning task or additional instruction during the unit is appropriate.

General “rules” of teaching typically influence what occurs in the gymnasium setting. The teaching “rules,” however, are open to misapplications: (a) lighter equipment is needed at the early phases of learning; (b) teachers should cover every skill of a regulation game during one unit; (c) teachers must start from the beginning and include the most basic skills in each unit taught; (d) beginning level activities must start from short distances to keep things “under control;” (e) teachers should correct every performance error that is noticed; (f) circle or parallel line organizational patterns can be used in any sport setting; and (g) teachers believe that a student who can successfully perform a skill on the first attempt has “learned” that skill. It is believed that the suggested resolutions will help modify the misapplied teaching “rules” and will benefit student learning in the physical education environment.

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Facilities Planning for Health, Fitness, Physical Activity, Recreation and Sports: Concepts and Applications

Tenth Edition

Editor-in-Chief *Thomas H. Sawyer*

Expanded to 36 chapters, this new edition incorporates the knowledge of 23 leading professionals in the facilities planning and development field. Major changes consist of combining chapters on the history and standards of the Council on Facilities and Equipment (CFE) and chapters on site selection, construction, and bidding. In addition, new chapters on:

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- Energy management
- Parking lot design
- Elementary and secondary physical education areas
- Adventure programming facilities
- Equestrian spaces
- Skateparks
- International sport centers
- Designing park and recreation facilities with regard to trends in equipment.

Reprinted Article

BELLY LAUGHS 101: THE POWER OF HUMOR

by Debbie Kanipe & Lon Seiger

Reprinted with Permission TAPERD Journal, Spring 2001

In an educational setting, quality teachers continually strive to create the optimal learning environment. Humor is one strategy that educators can use to make their teaching exciting, reduce stress, open up lines of communication with students, help maintain a positive attitude, and prevent burnout. For students, humor improves the long-term retention of material, creates a more user-friendly classroom, promotes creativity and problem-solving skills, builds "commonality" among the class, decreases discipline problems, makes it easier to understand new ideas, and promotes a positive attitude.

Humor is also becoming a serious business in non-educational health and fitness settings. Employees in the private sector can tend to be so overworked, downsized, and restructured that they have forgotten how to smile and laugh. Taking notice, companies are spending thousands of dollars to hire humor consultants for comic relief. The results are impressive.

Worksite humor contributes to increased productivity, improved morale, greater job satisfaction, less absenteeism, and stronger interpersonal relationships among employees.

What is Humor?

Humor is the quality of being laughable or comical (Hymen, 1996). It is a state of mind, a mood, a disposition. It is flowing; like a river, humor channels the body, emotions, and spirit into one strong current. A life force!

Humor includes joke telling, being playful or silly, reading the funnies, or other amusing activities. It has been described as the miracle drug with only funny side effects!

Humor is recognized by many as a valuable tool to place in a toolbox of life skills. It empowers individuals to function at their fullest potential. Whether in a professional setting or other daily contacts with people, most of us use humor in our lives.

A mother walked into her son's room and say

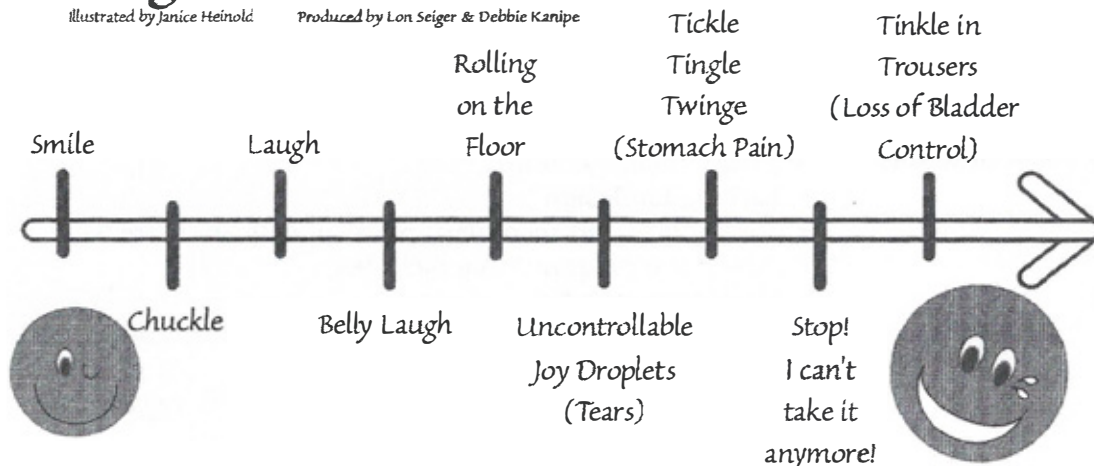


You grow up the day you have your first real laugh—at yourself
— Ethel Barrymore

Laughter Continuum

Illustrated by Janice Heinfeld

Produced by Lon Seiger & Debbie Kanipe



cheerfully,

"Up. Up. It's time to go to school."

The son said, "I don't want to go to school. "

"You have to go."

"I hate that school. The kids are mean and rotten. "

"You still have to go."

"It's like a jungle. One fight after another.

They threaten me a hundred times a day."

"You must go."

"Why must I go?"

"Because you're the principal!"

The laughter continuum (Seiger & Kanipe, 2000) describes the broad range of laughter we experience, from a simple smile to the loss of bodily functions (Figure 1). It allows educators and learners to examine the stages of laughter and their progressive intensities.

For many, an occasional smile, chuckle, or laugh is the typical daily pattern. Some individuals may define these behaviors as possible limitations considering the full range of laughter that exists. Educators, however, can use the laughter continuum as a vehicle for promoting advancement along this broad scale. Enjoying hearty laughter on a regular basis is the message of the laughter continuum.

The Humor Pyramid

The Humor Pyramid (Seiger, 2000) provides a simple, practical guide for the use of humor. Like its cousins The Food Guide Pyramid and The Activity Pyramid, The Humor Pyramid serves as a model for stimulating awareness and behavior change. Educators can promote the five strategies outlined in the pyramid to help learners include more humor in their lives. Implementing these strategies allows individuals to develop and maintain their own enduring sense of humor. This mindset empowers educators and other professionals to perform at their fullest potential.

Benefits of Humor

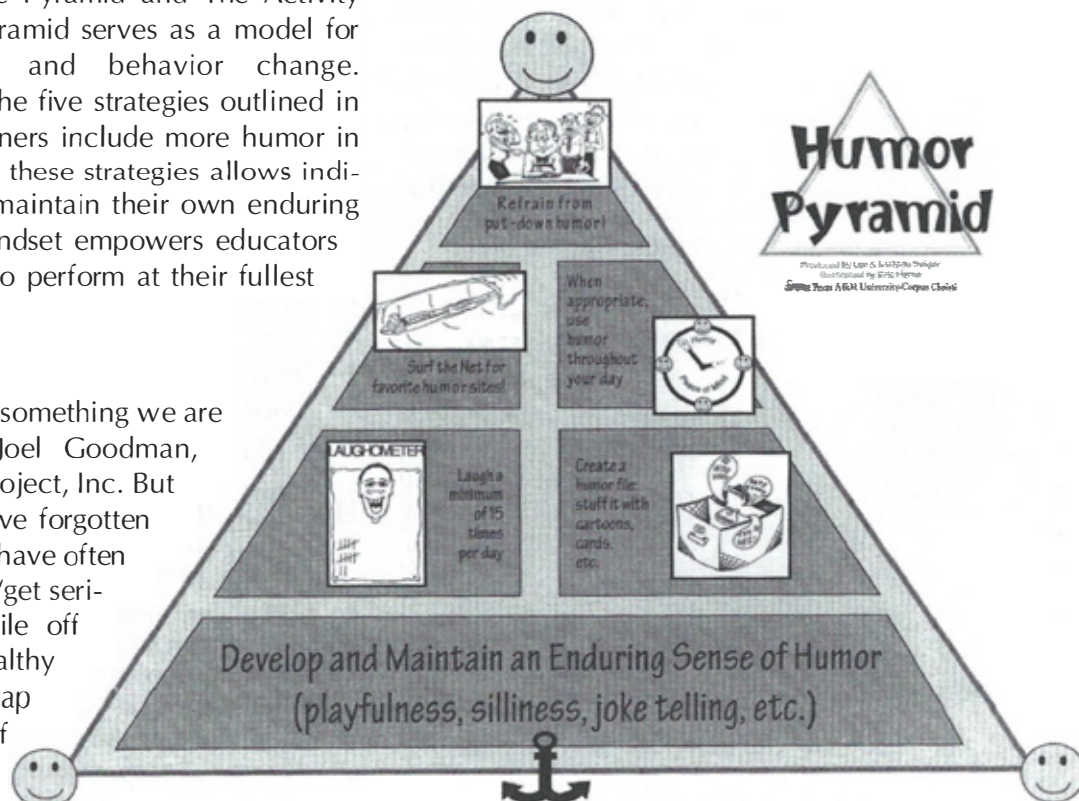
"A sense of humor is something we are all born with" stated Joel Goodman, founder of The Humor Project, Inc. But along the way, many have forgotten how to use humor or we have often been told to "grow up," "get serious," or "wipe that smile off your face." That is unhealthy advice if you desire to reap the numerous benefits of humor.

What is humor worth? Is priceless...or worthless? Can laughter add years to your life? Or, more importantly, can it add life to your years? How would you answer these questions?

Norman Cousins discovered the healing effects of humor during his personal battle with a terminal illness. He reported these physical and psychological benefits of laughter in his book *Anatomy of an Illness* (1979). Compiled by Hyman (1996), Siegel (1993), and Cornett (1986), the literature supports the following health benefits of humor:

Humor And Physical/Psychological Health

- *increases longevity
- *helps you develop a positive attitude
- *cures illness
- *improves your self-image
- *alleviates stress
- *promotes a sense of well-being
- *exercises the heart muscle
- *relieves minor depression
- *improves circulation
- *improves interpersonal relationships
- *fills the lungs with oxygen-rich air
- *helps you deal with difficulties
- *clears the respiratory passages
- *motivates and energizes you
- *stimulates alertness
- *provides a natural high
- *counteracts fear and depression
- *liberates creative capacities
- *is pleasurable and enriching
- *makes you feel young
- *boosts your immune system
- *stimulates the imagination
- *produces a natural high with endorphins
- *is pleasurable and enriching
- *aids digestion
- *lowers blood pressure and heartbeat
- *dulls the perception of pain





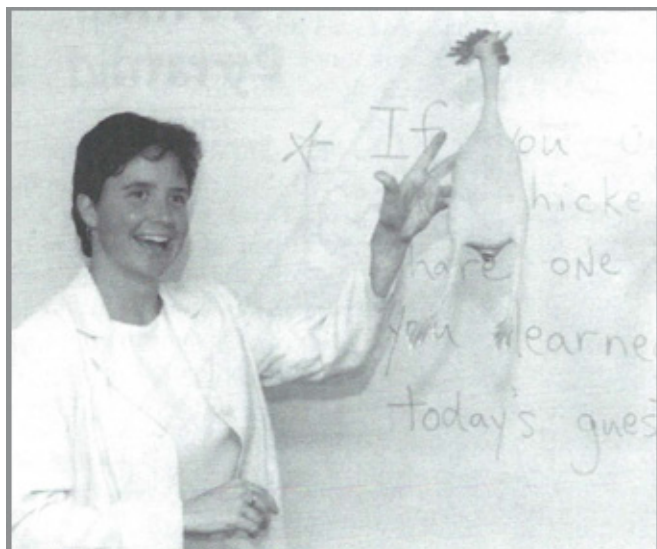
Humor and Spiritual/Social Health

*brings joy *strengthens marriages and families *is healing *improves interpersonal relationships *frees the inner spirit *helps you make new friends *helps you keep things in perspective *enhances conversation *provides a cathartic release *opens channels of communication *helps you deal with tragedy

If all these benefits could be packed into a pill, it would be one of the most prescribed and beneficial medications in the world!

Humor's Benefits for Educators

Humor is an effective strategy in an educational setting (Hill, 1988; Cornett, 1986; and Korobkin, 1988). In the classroom it creates a relaxed environment where both students and teachers can enjoy the learning process. Better rapport develops, communication channels open, and students get a sense that



"Catch the chicken and share an idea!"

mistakes are allowed. A learning climate which embraces humor promotes creativity, new ideas, critical thinking, interest, and alertness. Teachers and students experience less burnout! As students become better listeners, they share ideas more freely. Joy and self-confidence go hand in hand as subject matter comes to life. In turn, retention scores will soar!

Become a Humor Expert!

Hyman (1996) and Cornett (1986) offer the following strategies to set the tone...create an atmosphere conducive to humor.

A favorite for the humor file



General Strategies

- Read the funnies.
- Join or subscribe to humor organizations
- Visit locations which sell humorous materials
- Locate humor sites on the Web
- Check your local library...for funny material
- Create a "funny file"
- Designate a humor bulletin board to which students can contribute.
- Use yourself as the butt of jokes
- Look for humor in everyday situations of your life
- Work to make uncomfortable situations funny
- "Play" when the opportunity presents itself
- Associate with people who have a sense of humor
- Be a joygerm! It's infectious... contagious.

Specific Strategies

- Read something; humorous each day to yourself and to others you work with.
- Start a humorous quotations collection to which your learners can add. It can be placed on a bulletin board or in a file box.
- Share your own personal stories and allow learners to do the same.
- Review your lesson plans to include humorous

examples and stories that reinforce the content.

- Build a humorous learning center.
- Have learners keep a log of when and why they laugh.
- Do group creative writing using the word “laugh” as many times as possible. Stories must make sense.
- Break monotony with humorous energizers when participants need an energy boost (perform jumping jacks while holding hands with a partner, etc.)
- Compile a “humor directory” that includes people’s names and something funny they can do or tell about.
- Play a practical joke on the class and allow reciprocation. - Pantomime funny scenes like swinging for a home run and missing or celebrating a touchdown by spiking the football.
- Use funny facial expressions, gestures, and mannerisms to make learning fun.
- Wear funny ties, hats, and other clothing items. Put a humorous item on a test.
- Collect laughs on a tape recorder.
- Encourage laughter in your classes and in other professional settings by providing opportunities for role-playing, performing skits, and participating in other creative activities.
- Laugh at your everyday unintended humor.

Cautions... for the Use of Humor

Though humor is an effective instructional tool, it can be misused. When planning to incorporate humor in their instruction, educators and other professionals should consider and minimize the potential negative effects. When used inappropriately, humor can create feelings of low self-esteem and self-worth, embarrassment, and rejection.

The following suggestions (Hymen, 1996) can be helpful in discouraging the inappropriate use of classroom humor.

- Avoid using humor that embarrasses another person.
- Avoid using humor which stereotypes or shows prejudice against another group.
- Use of negative humor or humor which makes light of serious issues is inappropriate.
- Refrain from using offensive language.
- Use only humor which has an appropriate relationship to your subject matter.
- Don’t go overboard. Keep the use of humor in balance.

Conclusion

Why just survive when you can thrive with humor! While humor is not a cureall, it can enrich the



Use healthy, not harmful humor.

lives of individuals both personally and professionally. Humor offers numerous physical, psychological, spiritual, and social benefits that promote a higher quality of life. For educators, humor is an essential tool to place in a tool box of instructional strategies. It can enhance presentation style, bring the subject matter to life, increase retention of ideas, and a host of other educational benefits.

The Laughter Continuum and Humor Pyramid encourage daily, hearty laughter. Practice healthy, not harmful humor. Work to use humor to build self-esteem and self-worth. It should not lead to embarrassment or rejection. There are many strategies to incorporate humor, from creating a humorous bulletin board to sharing cartoon clippings for reinforcement of learning concepts. Choose those that best fit your own “laugh style.”

Finally, develop and maintain an enduring sense of humor. This mindset channels the body, emotions, and spirit into a positive, powerful life force!

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Reprinted Article

Where Are Our Elementary School Health and Physical Education Programs and Where Do They Need to Seek Their Direction?

by
John P. Benneff and Deborah A. Dowd

Reprinted with Permission Teaching Elementary Physical Education

Failing to plan is planning to fail. If you believe that, then this article is for you. It is not so much that our teachers are not planning but that our teachers often are not planning around the national documents that set the guidelines and future directions for elementary school physical education programs to follow.

After much discussion around the state of North Carolina regarding the quantity and quality of elementary physical education programs, it became obvious that a more systematic approach to gathering data on the issues would be helpful. As a result, the authors decided to conduct a formal study of the elementary schools in North Carolina in order that a more accurate "blue print" of the current health and physical education needs for the future of our public schools, and more importantly our youth, could be determined.

A randomized sample was taken of elementary physical education teachers in North Carolina with a return rate of 72% (232 surveys). The results overwhelmingly indicated that elementary level health and physical educators must become more cognizant of national, regional, and state standards and trends. In addition, it was quite evident that our elementary physical education teachers must become bigger "users" of these documents. The key word here being "users." All health and physical educators must be brought into the 21st century fully aware and able to apply the guidelines that have been set by our national leaders on the issues.

It is for this very reason that the following documents were included in this study: (a) NASPE's Program Appraisal Checklist for Elementary School Physical Education Programs (1994); (b) American Medical Association Healthy Youth 2000: National

Health Promotion and Disease Prevention Objectives for Adolescents (1990); (c) Moving into the Future: National Physical Education Standards: A Guide to Content and Assessment (NASPE, 1995); (d) The North Carolina Standard Course of Study (North Carolina, 1993); and (e) the "Comprehensive School Health Program Model" (Allensworth & Kolbe, 1987).

Elementary physical education teachers in the study were asked a total of 47 questions related to health and physical education at the elementary school level. From the results of the study, the following topics and "possible" future directions to follow have been included. These areas are national physical education standards and recommended assessment procedures, national health standards, NASPE's developmentally appropriate statements, curricular integration, certification and university preparation, and finally, professional development.

National Standards and Assessment on Physical Education

Teachers in the study were asked several questions related to elementary physical education standards and assessment. To the question, "Is the elementary school philosophy of the Program Appraisal Checklist for Elementary School Programs developed by NASPE the foundation for your Physical Education Programs," 18% responded "yes," 28% responded "no," and 54% were not familiar with the document. When asked whether Moving into the Future: National Physical Education Standards: A Guide to Content and Assessment is a planning document for the Physical Education program at their school, 14% responded "yes," 21% responded "no," and 65% were not familiar with the document. Certainly the low "yes" response is a major concern, but with over 60% of the

respondents indicating that they were not familiar with the documents, that is cause for alarm.

There is no doubt just from the responses to these two questions that a much more concentrated effort by our state leaders across the country must be mounted with increased vigor to get the information on these two documents out to our constituency. Knowledge is critical and then it must be followed with examples and training related to the topics. We must get out and reach more elementary physical education teachers if we are truly going to alter the direction of the health status of our youth and future adults.

National Standards and Assessment on Health Education

Not only are the physical education standards critical to our future, so are the health national standards. Therefore, questions were included to examine the status of elementary health education in our schools. Several Likert scale questions were asked related to philosophy and program development in elementary school health education. When asked whether The Year 2000 national objectives targeting improvements in the health of adolescents has played a major role in program development at their elementary school, 23% agreed with the statement, 24% disagreed, 32% were neutral, and 21% did not respond. To the statement, "The components and outcomes of the Comprehensive School Health Program Model have played a major role in the program development at my school," 44% agreed, 33% disagreed, 14% were neutral, and 9% did not respond. Having any responses that disagreed with the utilization of these documents sends up a major "red flag," to say the least, and the large number of those not responding to the question is also cause for concern.

Just like the physical education standards, it is past time to plan ways to reach out across America and get the word out related to the health area as well. It is quite interesting that virtually all of the latest school reform thrusts are toward integration and for all the right reasons, primary enhancement of learning. We still protect our turfs at state and national levels in our professional associations. The answer to this issue is more collaboration between the disciplines.

Integrated Curriculum

There was one particular question in the study that focused on integrating academic disciplines with movement concepts. While it was an indirect question related to academic integration, it provides a very

compelling argument for increased efforts toward integration in our schools. In the study, 82% of the respondents indicated that they "only" taught physical education. The fact that 82% viewed themselves "only" as physical education teachers could be a cause for concern if we are believers in the integrated comprehensive health model and national integration models for school reform. In this time of modern education when integrated learning is definitely a model to strive toward now, not to mention the future, integrated curriculum is the national choice throughout education circles. It is definitely way past time to increase our efforts toward more integration in the classrooms. Unfortunately, many of our teachers did not come through their teacher training programs receiving much information on integrated learning. This is primarily due to our own self-imposed segregation in professional preparation in higher education. We must get out to local teachers and provide them with staff development that reflects the latest in integration and provides better examples in our institutes of higher education.

Professional Preparation

The issue of integration leads quite well into the area of professional preparation. Certification questions revealed some very interesting differences across the state. Certification along with preparation issues uncovered major differences in the study. In terms of education, 41% of the sample had an undergraduate degree in physical education and health, 32% in physical education only, and 6% in health only. Master's degrees were held by 26% of the sample, 7% in physical education and health, 16% in physical education, and 3% in other areas such as administration and education. With regard to teaching certification, 94% of the sample reported that they were certified in physical education; the 6% who were not certified in physical education had an average of 3.8 credit hours of preparation in the area of physical education. Ten percent of the sample reported to be state certified to teach health. These demographics are very revealing. To begin with, 26% is a very low percentage of respondents with a master's degree. Additionally, in North Carolina, all certified physical education teachers are also certified to teach health, and in this case, they may not even know that. Is it a time to broaden preparation in health and physical education to being a much more integrated/cooperative preparation in these two areas?

Some additional statements related to preparation were quite revealing as well. To the statement "My

university preparation has adequately prepared me to teach PE at the elementary school level," 74% agreed, 15% disagreed, and 11% were neutral. To another statement, "My university preparation has adequately prepared me to teach students with disabilities," 42% agreed, 41% disagreed, and 17% were neutral. It appears that we could use much more special preparation for our specialists.

It is quite obvious that preparation of our teachers is quite diverse. Leaders need to examine closely ways to increase integration of our subject matter in ways that do not threaten the integrity of either professional content area. This could be a major challenge for the future as we move forward into the 21st century. Meeting the needs of all of our children will be a major challenge to say the least.

Developmentally Appropriate Physical Education

Is this going to occur? Take a look at the results of a direct question to this issue. The response to NASPE'S developmentally appropriate programs was certainly less than favorable. To the statement "The health and physical education programs at my school adhere to the elementary level schools' statement by NASPE for being developmentally appropriate," 76% responded with agreement, 4% disagreed, 11% were neutral, and 9% did not respond. Once again, having respondents that feel any lack of importance for such documents concerns the authors greatly. The question of implementing developmentally appropriate programs is no longer a question, but it is rather viewed as a mandate.

There is still a very large contingency of elementary physical education teachers that have not been informed about the developmentally appropriate statements from NASPE, and therefore it is incumbent upon each of us reading this article to develop ways to better educate our teachers in the field on these topics.

Professional Development

The solution in relation to professional development is that it must focus on the national standards related to our profession. Professional development has always been a cornerstone for growth and development in any profession. When asked what professional meetings are regularly attended by this group, which focused on health and/or physical education at the elementary school level, 72% attend at least one professional meeting per year. Among those attended were North Carolina AAHPERD, Physical Education Leadership Conference, Healthful Living Workshops,

and county and local physical education and health meetings/workshops. While it is encouraging that the survey participants are attending staff development that would be deemed appropriate, it is of great concern that only 72% of the respondents are receiving staff development. This number should be at the 100% level. Content specific staff development must occur on a regular basis for all teachers. Each of us must get involved in being a part of the solution to these issues. Each of us must lead the way in staff development efforts if we are going to even begin to think that we are going to turn around the national trends in the health status of our young people.

Our profession has room for growth. Perhaps if more of us were involved in our professions to higher levels, then we would be more aware and skilled in these areas that would provide us with the ability to deliver higher quality programs. It is critical from this information that each of us reading this article work harder than ever to advocate for those components that are critical to the success of our programs. Hopefully, the scenario presented here is not representative of our entire nation. However, with talk that the Surgeon General's Report on Health and Physical Activity may not be having the impact that it could or should and with the increase in overweight young people (described at the 2000 AAHPERD Convention by the Surgeon General being at "epidemic" levels), perhaps there are many more problems than we would like to admit. We must continue all positive efforts, as this article is speaking to the "choir." We all must make more concerted efforts to reach out to others and bring them into the latest efforts of the greatest profession of all time. By all means, we must step up personal advocacy efforts if our programs in elementary health and physical education are going to grow, much less survive!

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Invited Article

Adventure Activities

Kim Cave¹ and Michael J. O'Connor²

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Several years ago Kim Cave, a Columbia County physical education teacher of over twenty years, attended a summer Physical Education Teacher's Workshop at the University of Georgia. The instruction included adventure activities consisting of both low and high rope courses. Kim discovered that the course triggered emotions of excitement, challenge and fear in a very safe environment. The course made such an impression on Kim that she wanted her students to have the opportunity to experience similar adventure activities. When she returned to her school she was determined to add an adventure trail in her physical education curriculum plan.

That was the beginning of a long process to bring the concept of adventure training to reality at her school, Martinez Elementary. Kim began the process by researching adventure activities. She found that adventure activities were relatively new to the field of physical education. Objectives of adventure activities included the building of self-confidence, self-reliance, clear thinking, team building and wise decision making.

Kim first approached her principal about the concept of an adventure trail. With her principal's support of the adventure concept Kim then asked the Parent Teachers Organization (PTO) for their support. A representative from the PTO took on the task of approaching the owner of the land behind the school. Since the land was wetlands it could not be developed for residential use. The owner of the land agreed to donate the land to the school. Kim worked with the PTO to raise funds and with an adventure trail committee to establish a detailed plan of development objectives. Kim, with the help of parents, cleared a path and room to set up each station. A contractor was used to actually set up stations. So far the PTO has spent approximately \$10,000 to build the trail. A state grant provided \$5,000 of that total. The PTO maintains the trail and plans are under

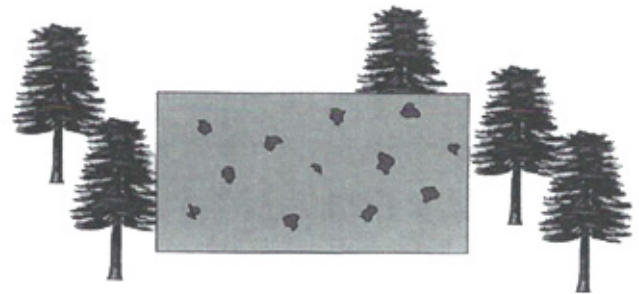
way to add new stations. The Martinez

Elementary School PTO has also purchased special instruments (weather instruments and lab kits for water and soil) for classroom teachers to use on the trail. The trail became the combined effort of the school community.

To minimize the risks associated with adventure activities, physical education programs should develop a comprehensive risk management plan. Three keys to a safe program are: (1) policy development and implementation, (2) proper procedures and practices, and (3) prevention of injuries (Mittelstaedt, 1996). A key determinant to a safe program is to ensure adequate supervision of all adventure activities. This is a good time to include parent supervision to ensure that all activities are supervised.

On the following pages are several examples of stations that Martinez Elementary has available to support adventure activities.

"Climbing Wall"



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Cave, K. & O'Connor, M.J. (2001). Adventure Activities GAHPERD Journal, 34(2), 5-8.

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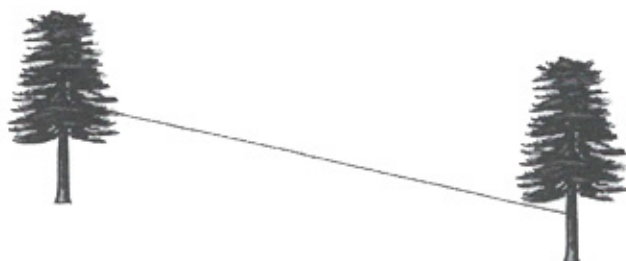


Adventure Ropes Course



Objectives: These activities build team effort, cooperation skills, balance, trust and support of team members, a variety of skills, muscular strength, and individual commitment. It promotes a feeling of personal worth and accomplishment. But, most of all, it's fun!!!

"Zip Line": You will need a platform built into the trees (kind of like a fort floor). A strong cable is suspended from a tree in that platform down to a tree 50, 100, 150 feet away. The higher you build it the faster you will go (the more fun it is).

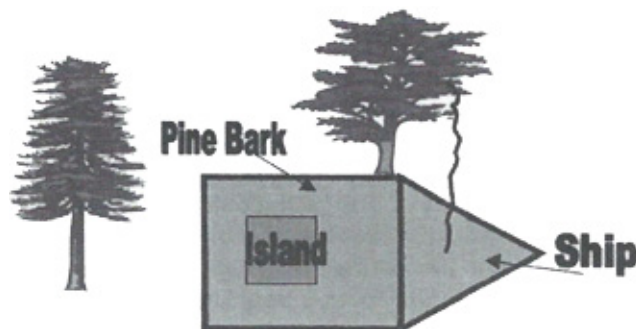


"Shipwreck"

Everyone is on a ship that goes down in the middle of the ocean. In order for everyone to be saved they must swing on a rope to the nearest island. If they fall in, they are eaten by giant animals and left in a sea of ookie, oozy, green, slime, baby barf (use your imagination).

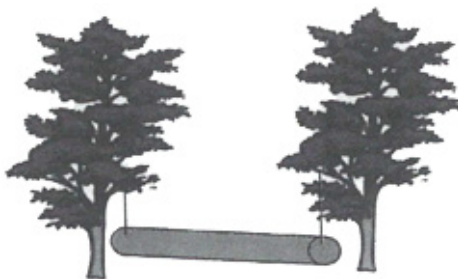
***Everyone must swing to the island

***Everyone must make it on so that everyone is on the island at the same time



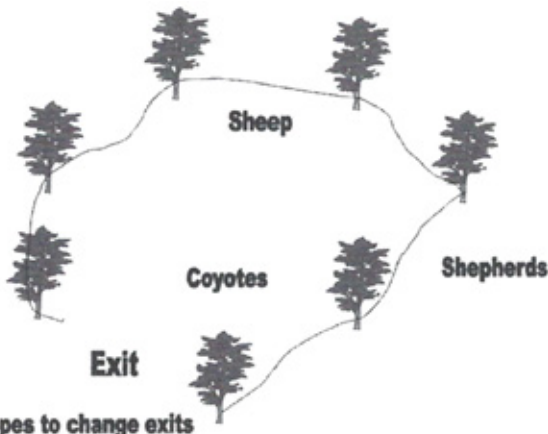
"How Many Can Fit?"

You have a huge (fat) telephone pole suspended from tree branches by strong cables. These cables must support the pole and 1500 - 2000 lbs. The object is to see if you can get a group of 12 -15 adults (more if children) on the pole without their feet touching the ground and without holding the cable. We cut down a tree and used it instead of buying a pole. We have also used this as a swinging log and the kids try to walk across it. It is much harder than it looks.



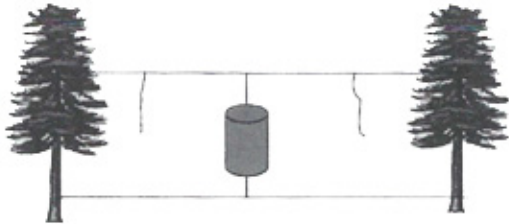
“Shepherds, Sheep, & Coyotes”

Blindfold sheep and stand them in the center of the field. Place shepherds outside the field in a designated area. Shepherds yell at their sheep (each one has a partner), trying to lead their sheep out of this roped in area. Coyotes talk to the sheep leading them “secretly” into a trap (coyotes are allowed in the field with sheep). The coyotes represent the bad influences of peers leading you astray. When the sheep and the shepherds change roles the coyotes then become nice and try to help the sheep, but, the sheep don’t trust them because they used to be bad. The sheep don’t trust them because they used to be bad. The coyotes have a bad “reputation”. Great lesson on listening or not listening to your peers and on the importance of a good reputation.



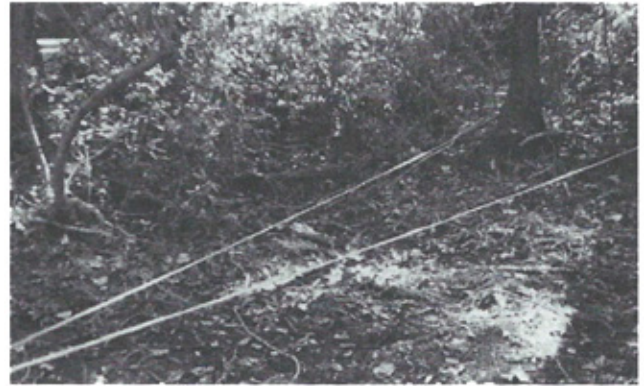
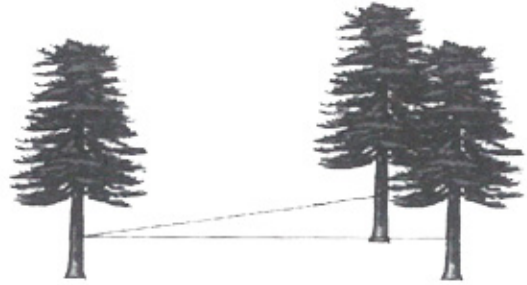
“Barrel Walk” (Cable Cross)

You must walk along the cable maintaining your balance. There will be a large barrel hanging in the middle. Can you make your way around it without falling off? Hang on tight!!!



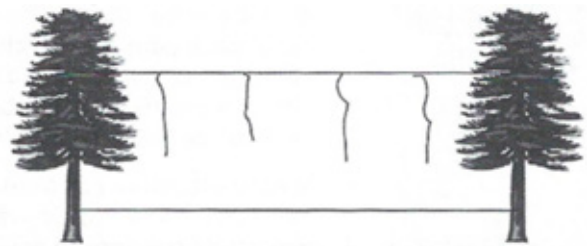
“Trust Walk”

One person steps on one cable and their partner steps on the other. They must walk all the way down to the end of the poles without letting go of the other one’s hands.



“Dangling Ropes” (Cable Cross Ropes)

The object is to walk on the main cable using the dangling ropes for help with balance. Will they help you or make it more difficult?



“Fidget Ladder”

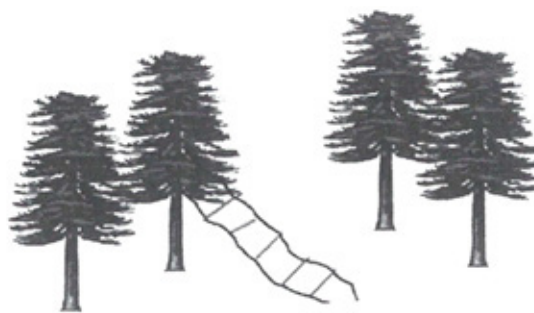
The objective is to move from the ground onto the Fidget Ladder and then, using feet and hand only for support, climb the ladder and try to make it to the top.

Rules: There are different ways and levels of difficulty when climbing the ladder.

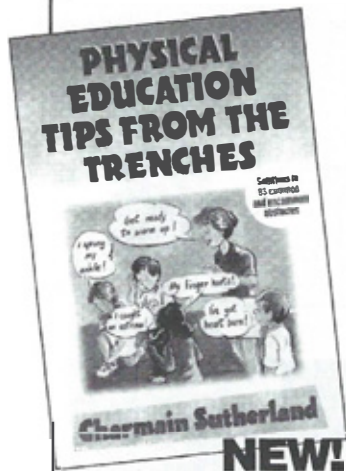
- Hardest- ladder contact with only the hands and feet
- Somewhat easier- allow knee contact
- Easier yet - allowing occasional full-body contact for resting
- The Slug technique - constant full body contact all the way up

Hints for Success:

- Keep your center of gravity low; keep your bottom down
- Oppose hand and foot movements
- Don't try going up the center of the ladder
- Grab the rope not the rungs



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

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Internet: membership@aaahperd.org http://www.aaahperd.org

Membership Application Form

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State _____ Zip _____

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Fax () _____

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I select membership in the following association(s) of AAHPERD. (Circle two numbers, indicating your first and second choices.

- You may select one association twice. Students receive one association choice.)
- 1 2 American Association for Active Lifestyles and Fitness
 - 1 2 American Association for Health Education
 - 1 2 American Association for Leisure and Recreation
 - 1 2 National Association for Girls and Women in Sport
 - 1 2 National Association for Sport and Physical Education
 - 1 2 National Dance Association

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

Also Available: Joint ICHPER.SD/AAHPERD Membership Institution/Organization Membership Associate Membership Quarterly Payment Offer
Call 1-800-213-7193 or write to AAHPERD for a membership form.

I wish to receive the following periodicals:

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

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

	1-year membership	2-year membership	3-year membership
Update plus:			
Any 1 periodical*	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$180.00	<input type="checkbox"/> \$240.00
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Any 3 periodicals*	<input type="checkbox"/> \$150.00	<input type="checkbox"/> \$280.00	<input type="checkbox"/> \$390.00
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Refereed Articles: Guidelines for Authors

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

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

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

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

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

TECHNICAL SUGGESTIONS

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

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

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

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

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

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

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

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

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

SUBMISSION REQUIREMENTS

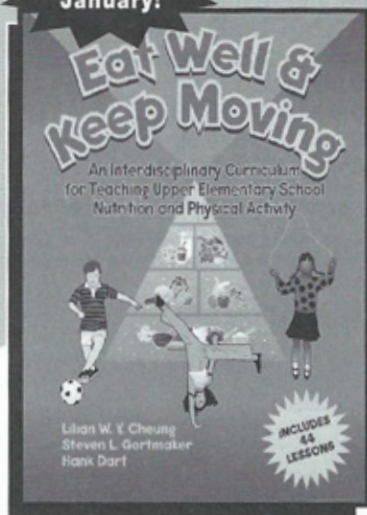
Copies. Four (4) copies must be submitted—one original and three photostatic copies (no carbon copies or dings are acceptable).

Address. Materials for Journal review should be mailed to:

Dr. Tom Sawyer, Editor
Indiana AHPERD Journal
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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
8. Jump Rope and Hoops for Heart
9. Physical Education: Elementary
10. Physical Education: Middle School
11. Physical Education: Secondary
12. Recreation

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

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OPPORTUNITY FOR INVOLVEMENT

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

HELP NEEDED:

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

Nikki Assmann
Executive Director, IAHPERD
School of Physical Education
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