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Strength Through Collaboration

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Contents

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Message from the President

Strength Through Collaboration

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Greetings all. I hope everyone had a great summer. I expect everyone is now well ensconced in their teaching, coaching, administrating, etc. While I have to admit that I am glad to be busy again, it is difficult to leave the summer behind. But, alas, a new year has started and we are on our way again. I want to report some of the summer happenings to you. Work on the November conference continues and it looks as if it will be another good one. Mike Fratzke has upwards of 50 proposals and you should have received and returned you contracts to him. Nikki Assmann reports we have 8 exhibitors set for the conference. Becky Hull attended LDC in Washington, DC in June and reported back to the executive board this summer. She was able to meet with representatives form the offices of Congressmen Bay, Luger, Burton and Pence. Becky reported that there were four main topics discussed at LDC: advocacy, the PEP bill, continued support for Title IX, and IMPACT, a program to improve nutrition and physical activity and focuses on obesity. Becky also took a very long hike before attending the LDC conference. Be sure that you talk to her for exciting details of her "vacation". As we start this new school year, I want to encourage all of you to continue on with the excellent job that you are doing in your profession. We continue to have an impact on the lives of children, young adults and adults alike, with our message of health and fitness. I hope to see all of you at the November conference at the Westin in Indianapolis. I must say that it has been an interesting year for me working with IAHPERD. The help and support of all of you has been wonderful. Having seen some of the things that President-Elect Becky Hull has in mind for next year has gotten me excited about the process all over again. Best of luck to all as you start the new school year and I will see you in November.

JUMP ROPE FOR HEART/HOOPS FOR HEART COORDINATORS BREAKFAST

November 16, 2002
8:00 a.m.

(check program for location)

NOTIONS From YOUR EDITOR...

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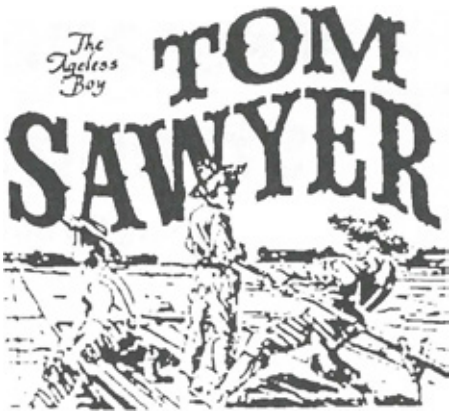


A Special Story for Special People Called "Teachers"

He was in the first third grade class I taught at Saint Mary's School in Morris, Minn. All 34 of my students were dear to me, but Mark Eklund was one in a million. Very neat in appearance, but had that happy-to-be-alive attitude that made even his occasional mischievousness delightful.

Mark talked incessantly. I had to remind him again and again that talking without permission was not acceptable. What impressed me so much, though, was his sincere response every time I had to correct him for misbehaving "Thank you for correcting me, Sister!" I didn't know what to make of it at first, but before long I became accustomed to hearing it many times a day.

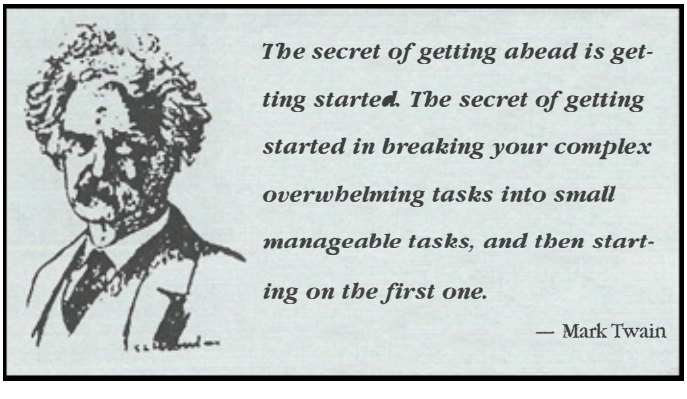
One morning my patience was growing thin when Mark talked once too often, and then I made a novice teacher's mistake. I looked at Mark and said, "If you say one more word, I am going to tape your mouth shut!"

It wasn't ten seconds later when Chuck blurted out, "Mark is talking again." I hadn't asked any of the students to help me watch Mark, but since I had stated the punishment in front of the class, I had to act on it.

I remember the scene as if it had occurred this morning. I walked to my desk, very deliberately opened my drawer and took out a roll of masking tape. Without saying a word, I proceeded to Mark's desk, tore off two pieces of tape and made a big X with them over his mouth. I then returned to the front of the room.

As I glanced at Mark to see how he was doing, he winked at me. That did it!! I started laughing. The class cheered as I walked back to Mark's desk, removed the tape, and shrugged my shoulders. His first words were, "Thank you for correcting me, Sister. At the end of the year, I was asked to teach junior-high math.

The years flew by, and before I knew it Mark was in my classroom again. He was more handsome than ever and just as polite. Since he had to listen carefully to my instruction in the "new math," he did not talk as much in ninth grade as he had in third. One Friday, things just didn't feel right. We had worked hard on a new concept all week, and I sensed that the students were frowning, frustrated with themselves and edgy



with one another. I had to stop this crankiness before it got out of hand. So I asked them to list the names of the other students in the room on two sheets of paper leaving a space between each name. Then I told them to think of the nicest thing they could say about each of their classmates and write it down.

It took the remainder of the class period to finish their assignment, and as the students left the room, each one handed me the papers. Charlie smiled. Mark said "Thank you for teaching me, Sister. Have a good weekend."

That Saturday, I wrote down the name of each student on a separate sheet of paper, and I listed what everyone else had said about that individual. On Monday I gave each student his or her list.

Before long, the entire class was smiling. "Really?" I heard whispered. "I never knew that meant anything to anyone!"

"I didn't know others liked me so much." No one ever . mentioned those papers in class again. I never knew if they discussed them after class or with their parents, but it didn't matter.

The exercise had accomplished its purpose. The students were happy with themselves and one another again.

That group of students moved on. Several years later, after I returned from a vacation, my parents met me at the airport. As we were driving home, Mother asked me the usual questions about the trip—the weather, my experiences in general. There was a lull in the conversation. Mother gave Dad a sideways glance and simply says, "Dad?" My father cleared his throat as he usually did before something important.

"The Eklunds called last night," he began. "Really?" I said. "I haven't heard from them in years. I wonder how Mark is."

Dad responded quietly. "Mark was killed in Vietnam," he said.

"The funeral is tomorrow, and his parents would like it if you could attend."

To this day I can still point to the exact spot on I-494 where Dad told me about Mark. I had never seen a serviceman in a military coffin before. Mark looked so handsome, so mature. All I could think at that moment was, "Mark I would give all the masking tape in the world if only you would talk to me."

The church was packed with Mark's friends. Chuck's sister sang "The Battle Hymn of The Republic." Why did it have to rain on the day of the funeral? It was difficult enough at the graveside. The pastor said the usual prayers, and the bugler played Taps.

One by one those who loved Mark took a last walk by the coffin and sprinkled it with holy water. I was the last one to bless the coffin. As I stood there, one of the soldiers who acted as pallbearer came up to me. "Were you Mark's math teacher?" he asked.

I nodded as I continued to stare at the coffin. "Mark talked about you a lot," he said. After the funeral, most of Mark's former classmates headed to Chuck's farmhouse for lunch. Mark's mother and father were there, obviously waiting for me. "We want to show you something," his father said, taking a wallet out of his pocket.

"They found this on Mark when he was killed. We thought you might recognize it."

Opening the billfold, he carefully removed two worn pieces of notebook paper that had obviously been taped, folded and refolded many times. I knew without looking that the papers were the ones on which I had listed all the good things each of Mark's classmates had said about him.

"Thank you so much for doing that," Mark's mother said." As you can see, Mark treasured it." Mark's classmates started to gather around us. Charlie smiled rather sheepishly and said, "I still have my list. It's in the top drawer of my desk at home."

Chuck's wife said, "Chuck asked me to put his in our wedding album.

"I have mine too," Marilyn said. "It's in my diary."

Then Vicki, another classmate, reached into her pocketbook, took out her wallet and showed her worn and frazzled list to the group. "I carry this with me at all times," Vicki said without batting an eyelash. "I think we all saved our lists."

That's when I finally sat down and cried. I cried for Mark and for all his friends who could never see him again.

The density of people in society is so thick that we forget that life will end one day. And we don't know when that one day will be. So please, tell the people you love and care for, that they are special and important. Tell them, before it is too late.,

State of the Profession

PLAYGROUND SAFETY

by
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In a study completed in 2000 of playground safety it was found that there are major flaws in majority of America's playgrounds. In April 2000 the National Program for Playground Safety (NPPS), a nonprofit organization based at the University of Northern Iowa and funded by the Centers for Disease Control and Prevention (CDC), announced results of a 2 year study of the nation's playgrounds. The study concluded that America's children are at potential risk while at play. Currently, each year, over 200,000 children are injured on America's playgrounds. The study examined 23 criteria in the areas of Supervision, Age Appropriateness, Fall Surfacing and Equipment Maintenance.

Dr. Donna Thompson, Past President of the American Association for Leisure and Recreation (AALR) in AAHPERD said "We are generally unhappy with most of the results, but two low-scoring areas are of particular concern. Children were observed playing on equipment without adult supervision 19 percent of the time and only 10 percent of the country's playgrounds had rules posted. Further, only 41 percent had separate age-appropriate areas, and even more disturbing, only 6 percent had signage indicating whether the equipment is designed for age appropriate areas for the ages 2-5 and 5-12.

All types of playgrounds were surveyed: childcare centers, schools, parks, etc. In 19971998, 1,353 playgrounds were examined in 27 states and in 1998-1999, 1699 playgrounds from 23 states were surveyed. Indiana was included in the 23 states.

The comment section of the Indiana survey results stated: "Indiana does a good job of providing equipment that is easily viewed in terms of being able to supervise the children. However, it need to provide signage to tell adults to supervise the children on the equipment. Although Indiana is average in age-appropriate design of equipment, it needs to provide separate areas for children ages 2-5 and 5-12. In terms of fall surfacing, it tends to provide appropriate surfacing under and around the equipment. However, it does need to be sure it is in the six foot use zone for stationary equipment. Lastly, Indiana does provide equipment free of splinters, but needs to concentrate on decreasing the rust on the equipment." Indiana received an overall grade of C+. The National Program for Playground Safety has implemented a plan to change this situation. With a focus on the four goals,

- Design age-appropriate playgrounds
- Provide proper surfacing under and around playgrounds
- Provide proper supervision of children on playgrounds
- Properly maintain playgrounds

the organization has enlisted support from AAHPERD, Association for Childhood Education International (ACEI), National Recreation and Park Association (NRPA),

National Safety Council (NSC) and National Safe Kids Campaign (NSKC) for the plan's implementation. At the state level the plan call for professional organizations such as IAHPERD to help provide information and education about playground safety. Furthermore, state government, natural resources departments, and health and human services are asked to join. For more information contact the National Program for Playground Safety, 1-800-554-Play.

INDIANA SURVEY

SUPERVISION

Adults present	C
Easily viewed	A-
Crawl spaces	A-
Rules posted	F
Overall grade	**C+**

AGE-APPROPRIATE DESIGN

Had separate area	F
Signage for age group provided	F
Provided change of direction on and off	A
Had guardrails	B+
Prevented climbing outside the structure	A
Supporting structure prevented climbing	A
Overall grade	**C+**

FALL SURFACING

Appropriate surfacing provided	B+
Six foot use zone had appropriate surface	F
Appropriate depth of loose fill provided	F
Concrete footings were covered	C
Free of foreign objects	B
Overall grade	**C**

EQUIPMENT MAINTENANCE

Free of broken parts	C+
Free of missing parts	C+
Free of protruding bolts	C-
Free of noticeable gaps	C-
Free of head entrapments	D+
Free of rust	D-
Free of splinters	A
Free of cracks/holes	A-
Overall grade	**C+**

PLAYGROUND EQUIPMENT PROFILE

Years of installation	U.S.	IN
Pre 1980	15%	24%
1981-1990	26%	23%
1991-1998	43%	49%

KINDS OF EQUIPMENT

Slides	87%	84%
Swings	71%	67%
Horizontal Ladders	55%	30%
Sliding poles	41%	25%
Chinning bars	30%	14%
Seesaws	22%	8%
Merry-grounds	18%	14%
Geodesic domes	18%	17%

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Indiana AHPERD Journal, Nikki Assman,
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Teaching Tips

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Using "Calendar Calisthenics" to Integrate Academic Activity into the Curriculum

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As the new school year approaches, some early and middle grade teachers may be struggling to include more movement into the day while reinforcing academic concepts. Included in this endeavor is the reality of dealing with larger class size, less time-on-task and more content than in years past; meanwhile, researchers in pubic health, medicine and even the Bush Administration are publishing reports emphasizing the importance of physical activity throughout the week. According to the most recent findings from the Centers for Disease Control and Prevention's (CDC) National Health and Nutrition Examination Survey (NHANES), more children and teens are now overweight than ever before. In fact, statistics from the CDC World Wide Web site on obesity among children and adolescents show an alarming trend. This trend shows that over the past two decades the number of overweight children and teens has nearly doubled (www.cdc.gov/nccdphp/dnpa/obesity/epidemic.htm).

There are several benefits in using "calendar calisthenics" to incorporate more movement while emphasizing academics in the regular curriculum. Advantages include promoting physical activity, providing a mode of communication between students, their parents and the teacher, and using out of class time to foster critical thinking skills.

GETTING STARTED

It is essential from the beginning to have some form of communication with the parents; the parents will, to some degree, be key to the success of this project. Ideally, parents should be physically involved, as well as being the supervisor signing off after each week has been successfully completed. Obviously, some of the tasks will require that the "honor system" be used. It tends to be more successful if the teacher has initial contact with parents to explain how the project works. This might include a meeting at the beginning of the school year; handouts mailed or sent home with students outlining the project; or a website that contains the same information as well as any modifications to the project during the school year.

EVALUATION

There are a number of methods for evaluation; one method that would allow the teacher to keep tabs would be to develop rubrics specific to each calendar month. These evaluation forms should be included at the beginning of the project in any mail outs, handouts or website material. This would inform both the student and parents of what is required. This type of project could also be a supplementary learning tool that could culminate in a field trip, fun day or other special event for those who participated.

SUMMARY

In conclusion, "calendar calisthenics" is a method of challenging your students both physically as well as intellectually. The calendars can easily be modified to make both the activity and academic content age appropriate. Once established, the concept can be updated to reflect changes in curriculum, holidays each month, or shaped around health awareness weeks. They can also be used to enhance teachable moments that reflect contemporary issues in health.

REFERENCES

Centers for Disease Control and Prevention Services, (1999). National Health and Nutrition Examination Survey III. (Online). Available: www.cdc.gov/nccdphp/dnpa/obesity/epidemic.htm.

CALENDAR CALISTHENICS

SCIENCE SHAPERS IN SEPTEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Jog 1 lap around the track and identify 1 insect	**2** Brush your teeth for 2 minutes while balancing on 1 foot	**3** Gallop across the gym 3 times and check your pulse	**4** Run in a circle 4 times and name 2 muscles used	**5** Jump 5 times like a frog	**6** Balance on 1 leg and identify 6 muscles	**7** Do 7 jumping jacks and calculate your heart rate
8 Skip around a tree and pick up 8 leaves	**9** Jump on 9 objects and listen to the sounds	**10** Walk around your yard and find 10 rocks	**11** Perform 11 sit-ups while listing the planets in our solar system	**12** Throw and catch a magnet 12 times	**13** Skip around the track 13 times and identify 3 birds	**14** Run up and down the steps 14 times and feel the force of gravity
15 Jump rope 15 times and identify a food group	**16** Hop 16 times and name 1 of the 5 senses	**17** Toss a ball 17 times and identify a reptile	**18** Do a leg stretch for 18 seconds and name 5 vegetables	**19** Swing and hit a ball 19 times and name a season	**20** Swim 20 laps and identify a constellation	**21** Leap 21 times across the gym and name a form of hygiene
22 Jump across a bench 22 times and identify a form of energy	**23** Shoot 23 backets and give an example of a 1st class lever system	**24** Walk 24 minutes and build a pulley	**25** Dribble the ball 25 times and obtain a barometric reading	**26** Balance on 1 foot for 26 seconds and name 5 minerals	**27** Throw a ball 27 feet and identify the largest planet	**28** How long will it take for you to throw a ball in the air and catch it 28 times?
29 Skip for 29 seconds and identify 5 organs of the body	**30** Gallop for 30 seconds then draw the food pyramid					

SPELL YOUR WAY TO FITNESS IN OCTOBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Skip around your yard 1 time spelling different objects you see	**2** Do 2 stretches and hold for as long as it takes to spell the body prat that is being stretched	**3** Do 3 pull-ups while naming a different punctuation mark for each pull-up	**4** Swim 4 different strokes and spell each stroke after doing the stroke	**5** Name the 5 vowels while doing 5 push-ups
6 Ride your bicycle and spell 6 states that surround the state you are in	**7** Play "HORSE" and spell 7 words that begin with "S"	**8** Play Hopscotch while spelling the capitols of 8 states	**9** Skip while spelling 9 words that begin with "N"	**10** While jumping rope spell 10 words that begin with the 10th letter of the alphabet	**11** Form the first 11 letters of the alphabet with your Body	**12** Skip rope 12 times outside while spelling whatever you see
13 Go up and down a flight of stairs 13 times while spelling your family's names	**14** Pick 14 movements to do and spell the names of the movements	**15** Form the last 15 letters of the alphabet with your body	**16** Do 16 sit-ups spelling the number you're on	**17** Balance on one foot for 17 seconds while spelling the word balance & exercise	**18** Bounce a ball for 18 minutes while talling a story to someone	**19** Go on a 19 minute walk spelling all nouns you see
20 Do 20 trunk twists while spelling the names of 3 continents	**21** Do 21 straddle jumps and spell each number to 21	**22** Swing for 22 minutes and spell the actions done while swinging	**23** Jump 23 times while spelling the word twenty-three	**24** Go on a 24 minute walk spelling the animals you see	**25** Make a list of 25 action verbs and act them out	**26** Hop Scotch the 26 letters of the alphabet
27 Go on a 27 minute walk spelling everything you see	**28** Do jumping jacks while spelling 28 words that begin with a "T"	**29** Stretch to the sky 29 times and spell what you see in the sky	**30** Balance on one foot while spelling 30 state names	**31** Skip 31 times while spelling you full name backwards		

NOVEMBER - AROUND THE WORLD IN 30 DAYS

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 What country invented baseball? Play 1 game of basebal	**2** What country invented football? Play catch for 2 minutes
3 Make a pinata! Can you break it within 3 minutes?	**4** List 4 Middle Eastern cities while playing tennis	**5** Walk the library steps 8 times after researching the Asisan culture	**6** Count to 6 in French while jumping rope	**7** Name 7 African Countries while dancing to music	**8** Do 8 toe touches while making a grocery list for a Mexican meal	**9** Jump in place 9 times while saying the German word for "no"
10 Do 10 shoulder rolls while listing 4 South American Countries	**11** Do yoga for 11 minutes	**12** Perform 12 stretches while counting to 5 in Italian	**13** Name 13 cities in Saudi Arabia while roller skating	**14** Perform a Japanese dance for 14 minutes	**15** Name 15 mammals that live in China while skipping	**16** List 3 bodies of water in England while performing 16 leapfrogs
17 Ride you bicycle for 17 minutes while speaking in Spanish	**18** Balance for 18 seconds and name the capitol of Hawaii	**19** Perform tai chi for 19 minutes	**20** What Country invented soccer? Kick a soccer ball 20 times	**21** Perform a Russian dance for 21 minutes	**22** Ride your bicycle to the nearest ethnic restaurant for dinner with family	**23** Name 23 foods from India while walking with a friend
24 List 24 cities in South America while jumping rope	**25** Play table tennis to 25 points and name the continents	**26** Hop 26 times like an Australian kangaroo	**27** Recite an Eqyptian parable or poem while speed walking for 27 seconds	**28** Play 28 minutes of "Name the Country" charades	**29** Perform any two dances from another Country for 29 minutes	**30** Play 30 minutes of "Country Twister"

DANCE AND DRAW IN DECEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Make 1 clay model of someone doing a stretch and then do it	**2** Draw 2 servings of the dairy food group	**3** Put a pencil between toes and draw 3 shapes	**4** Make a dance sequence of 4 steps and then perform it	**5** Do 5 balances in a sequence to music	**6** Do 6 minutes of hula hoop	**7** Use music to accompany 7 minutes of warm up exercises
8 Measure 8 feet of ribbon to use in a rhythmic dance	**9** Do 9 minutes of cool down exercises with music	**10** Fingerpaint 10 flexibility stretches	**11** Grab a partner - waltz for 11 minutes	**12** Draw a hopscotch board with 12 squares	**13** Do 13 water ballet movements in the pool	**14** Do 14 twists with a friend to music
15 Jump rope 15 times singing a favorite chant	**16** Square dance for 15 minutes	**17** Do the cha cha 17 times	**18** Do the Hokey Pokey 18 times throughout the day	**19** Draw a figure 8 on the ground and run it 19 times	**20** With a friend play musical chairs for 20 minutes	**21** Do 21 seconds of freestyle dancing
22 Dribble a ball 22 times while keeping beat with music	**23** Use 12 inches of string to do the limbo with friends	**24** Draw 24 zigzag movements and do them	**25** Draw a picture of yourself running up 25 stairs and do it	**26** Make a rubber band ball and bounce it 26 times	**27** Listen to music while doing stretches and hold 27 seconds	**28** Make a movement collage with 28 clippings
29 Make a shaker with 29 beans and use it to keep beat with music	**30** Do the Macarena for 30 seconds	**31** Clap your hands 31 times to the beat of music				

Peer Reviewed Article

Living Life to its Fullest

Cultivating Health and Happiness

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We act as though comfort and luxury were the chief requirements of life, when all that we need to make us really happy is something to be enthusiastic about.

-Charles Kingsley

All people share the mutual goals of attaining greater happiness and improving quality of life. Teachers are concerned with promoting such goals for the benefit of their students. Understanding how to be happy and the subsequent commitment to the process of achieving happiness are not characteristics shared by all. Some individuals are unaware of precisely what might make them happy; money, fame, and prestige seem nice options yet daily media accounts of troubled celebrities wallowing in all three argue against this. Others believe 'the way you live your life' is the key to happiness - be physically active, sleep well, take on challenges, and keep excessive stress to a minimum. That is, personal behaviors are what matter. This article examines this issue. Just how much validity is there to the happiness-behavior relationship? Are active, rested, and low-stress individuals really happier than the millionaire next door? And if so, why?

Money can't buy happiness

Most people would probably agree with the idea that a little more money would make us a little happier. Many of us intuitively think there must be a connection between wealth and well-being. According to a 1990 Gallup Poll, 1 in 2 women, 2 in 3 men, and 4 in 5 people earning more than $75,000 a year reported they would like to be rich (Gallup & Newport, 1990). Three in four entering American collegians - nearly double the 1970 proportion - now consider it "very important" or "essential" that they become "very well off financially". The push to materialism is well illustrated by an advertisement for Lexus that pronounced: "Whoever said money can't buy happiness isn't spending it right". But, can money really bring greater happiness?

Researchers studying happiness have identified factors that contribute to feelings of happiness and satisfaction with one's life and surprisingly, money or material wealth is not a strong predictor. Within affluent countries, where most people can afford life's necessities, increasing wealth is not associated with greater happiness. In the United States, Canada, and Europe, a 16-nation study found that the correlation between income and happiness was negligible (Inglehart, 1990).

Have happiness levels risen along with the rise in prosperity and affluence that America has enjoyed since the 1960s? If we believe that a little more money would make us a little happier, then Americans should be happier now in comparison with the 1960s. This is not the case. Despite sign)ficant gains in material wealth (income/person) over the last four decades, the number of Americans who say they are "very happy" has in fact dec,lined slightly from 35 to 32 percent. Meanwhile, the divorce rate has doubled, the teen suicide rate has tripled, the violence crime rate has quadrupled, and depression has soared, especially among teens and young adults (cited by Myers, 2000). Therefore, the desire to earn an extravagant income

and the pursuit of material wealth in order to attain happiness appears ill founded. In fact, this desire, when taken to the extreme, often results in unhappiness - stress, long hours at work, selfishness, and ethical emptiness. Probably no greedy person ever died contented.

If happiness does not depend on the size of one's bank balance, what then can be done to promote feelings of happiness and satisfaction with our lives? One of the most important challenges that teaching professionals face is to help people discover alternatives to material wealth that can lead to more rewarding lives. Teachers are in the unique position to promote happiness and satisfaction by educating their students on the value and importance of engaging in certain purposeful behaviors that have a direct influence on the quality of one's health. The purpose of this paper is to highlight four important recommendations that, if implemented, can lead the way to greater happiness and life satisfaction.

How to be happy

Recommendation 1: Get moving!

Numerous studies have revealed that regular exercise promotes physical health and plays a strong role in prevention of diseases such as cardiovascular diseases, non-insulin dependent diabetes mellitus (NIDDM), obesity, and c~ertain cancers. Sedentary individuals who begin and maintain a program of regular moderate physical activity reap substantial health benefits. As such, the Centers for Disease Control (CDC) and the American College of Sports Medicine (ACSM) released their "Exercise Lite" recommendations in 1995 which stated that every US adult should accumulate 30 minutes or more of moderate-intensity physical activity on most, preferably all, days of the week. The CDC and the ACSM argue that if Americans who lead sedentary lives would adopt a more active lifestyle, there would be enormous benefit to the public's health and to individual well-being. That is, beginning an exercise program is the catalyst for a happier, more optimistic, and healthier lifestyle.

Based on national surveys of physically active and sedentary people, Corbin and Lindsey (1990) have summarized the numerous benefits of regular exercise. The evidence for reduction in stress levels, symptoms of depression, improved appearance, and increased working capacity is strong. Linking these outcomes of exercise participation to feelings of happiness seems reasonable, though surprisingly, happiness as a direct outcome of exercise participation has not been studied.

Further testimony to the importance of regular physical activity was presented with the landmark review of research on physical activity and health, published in the 1996 Surgeon General's Report. According to the report, more than 60 percent of American adults are not regularly active, and 25 percent of adults are not active at all. The report's main message, largely consistent with the CDC-ACSM 1995 recommendations, was that sign)ficant health benefits can be derived by including a moderate amount of physical activity (e.g., 30 minutes of brisk walking or raking leaves, 15 minutes of running, or 45 minutes of playing volleyball) on most, if not all, days of the week. The report also highlighted the existence of a dose-response relationship between health-related benefits and exercise/physical activity, such that additional health benefits can be obtained by engaging in physical activity of more vigorous intensity or of longer duration. In addition to cardiorespiratory endurance activities, the Surgeon General's Report recommended that strength-developing activities also be incorporated at least twice per week for adults in order to improve musculoskeletal health, maintain independent living, and reduce risk of falling. Additional information on this report can be found on the World Wide Web at the following site: http://www.cdc.gov/nccdphp/sgr/sgr.htm

Recommendation 2: Get adequate sleep

Although we generally recognize that we require adequate sleep in order function effectively, many individuals neglect their sleep. Many people regularly sacrifice valuable hours of sleep for the purposes of entertainment (watching television/videos or playing on the computer into the early hours of the morning), or work (cut down on sleep in order to have more "waking" hours in which to cram their busy lives). A growing "national sleep debt" in America has contributed to problems with fatigue, diminished alertness, reduced productivity, and negative moods. Sleep loss has also been shown to be a major contributing factor in both auto accidents and accidents in the workplace. Simply stated, being tired and overworked is not conducive to feeling happy, and in extreme cases lack of sleep can be quite dangerous.

According to the 2001 National Sleep Foundation Poll, a majority of American adults (63%) do not get the recommended eight hours of sleep needed for good health, safety, and optimum performance (full report can be found at: www.sleepfoundation.org/publications/2001poll.html). Other markers of insufficient sleep (all potentially detrimental to happiness and wellness) and the proportion of adults afflicted

included: sleeping less than seven hours each night (31%); frequent problems with the quality and/or quantity of sleep (69%); being so sleepy during the day that it interferes with daily activities on a few days per month or more (40%); experiencing a level of daytime sleepiness at least a few days per week (22%). Sleep disturbances such as those mentioned, may have a direct impact on one's longevity. A large survey of Americans found that those aged 45 years and older who slept fewer than 5 hours per night (or more than 10 hours per night) had higher death rates at follow-up in comparison with those who slept an average of 7 hours per night (Hammond, 1964).

An important element of energized and productive living is, therefore, to be able to sleep sufficient duration and quality so as to awake refreshed and ready for life. As indicated, attaining a good night's sleep is difficult for many individuals, which poses a sign)ficant threat to their physical and mental well-being. What can people do to improve their quality and quantity of sleep? One effective way to improve sleep quality is by engaging in regular exercise. Studies have shown people who exercise regularly fall asleep faster and experience deeper levels of sleep than nonexercisers (O'Connor & Youngstedt, 1995). The explanation for this effect is based on the idea that fatiguing activity (exercise) result in a compensatory increase in the need for and depth of sleep in order to recover from the activity. Other general recommendations to help facilitate improved sleep quality include: avoid caffeine and heavy meals within a few hours of bedtime, maintain a regular arise time, and avoid daytime napping. If individuals can fully recognize how important sleep is to happiness, productivity, and achieving their full potential, prioritizing adequate sleep into their routines should not be difficult.

Recommendation 3: Get involved in work and leisure activities that challenge your skills

When individuals engage in recreational activities that challenge their skills, a state of pleasurable optimal experience known as "flow" can result (Csikszentmihalyi, 1990). Athletes refer to this state as 'being in the zone'. Csikszentmihalyi formulated the concept of flow after studying artists who would spend hour after hour painting or sculpting with vast concentration. Individuals in flow states become completely focused on the task at hand, and their selfconsciousness and sense of time disappears. Csikszentmihalyi holds the position that one's happiness depends on whether he or she can make flow a constant part of the life experience. Csikszentmihalyi argues that happiness is achieved by engaging in activities that stretch your goals and skills, which in turn help you to grow and fulfill your potential. He contends that rich experiences such as these, over time, help determine the quality of one's life.

Flow experiences have been shown to boost feelings of self-esteem, competence, and well-being. Sport and leisure activities represent ideal opportunities in which to experience flow. It appears that the key to generating flow experiences is being actively engaged in an activity that challenges your skills, which is less likely to occur during passive types of leisure activities. Massimini and Carli (1988) demonstrated that when people were randomly beeped over time and asked what they were doing and how much they were enjoying themselves, those who were 'vegetating' (i.e., passive leisure) reported little sense of flow and little satisfaction. For those beeped while watching television, 39 percent reported feeling apathetic whereas only 3 percent reported experiencing flow. In contrast, of those beeped while engaged in hobbies and arts (i.e., "active engagement"), 47 percent reported experiencing flow in comparison to only 4 percent of this group reporting feelings of apathy. Therefore, it is important from a flow perspective, that we assess how we spend our leisure time. To enhance feelings of satisfaction and happiness with our lives, we must strive to be engaged in activities that challenge our skills as opposed to spending our valuable leisure time on passive activities such as watching television.

Recommendation 4: Get relief from excessive stress

Stress is the experience that results when one feels that life's demands exceed one's ability to meet those demands. Certainly, not all stress is harmful, however, chronic stress has been linked with a growing list of health and disease problems. According to the U.S. Public Health Service, about 6 in 10 Americans report experiencing at least a moderate amount of stress during any given two week period, and nearly 1 in 5 reports experiencing "great stress" almost every day. Mental health problems in the U.S. (the top two mental health problems being anxiety and depression) come at a great personal cost to the individual, and place a heavy economic burden on society.

Research has indicated that exercise is beneficial for alleviating emotional distress and in promoting emotional well-being. According to the 1996 Surgeon General's Report on Physical Activity and Health, physical activity has been found to relieve symptoms of anxiety and depression, in addition to improving mood. Although there is no definitive explanation as to how exercise improves mental health (various the-

ories have been proposed including increased mastery, "time-out" from life stress, alterations in brain structures and chemicals, elevation in body opiates), most experts agree that this is one of the strongest benefits of regular exercise.

Unquestionably, the experience of excessive stress over time can significantly lessen our happiness and life satisfaction. The addition of regular physical activity into your schedule is a healthy and productive way to combat an excessively stressful life.

As can be seen from this brief list of recommendations, our happiness and health can be improved to a great extent by simply paying attention to our lifestyles. Incorporating regular exercise, ensuring an adequate amount of sleep, engaging in challenging activities on a regular basis, and minimizing excessive stress are key lifestyle behaviors that can substantially impact the quality of our lives. Therefore, irrespective of the size of one's bank-balance, most people have within their grasp the means to be happier and more satisfied with their lives. Plato wrote that the most urgent task for educators is to teach young people to find pleasure in the right things. We are in the privileged position to make a major contribution to this significant and vital task.

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Strength Through Collaboration

2002 Indiana AHPERD Conference

November 14 - 16

November Get-Away

FUN!!!
Time to Recharge
Meet with colleagues
Learn new skills
See new equipment

Conference Location

Indianapolis Westin Hotel
and
Indianapolis Conference Center

Register Early and Save

Registration Deadline – postmarked by October 18.
Hotel Reservation Deadline – October 15

Conference Inquiries
Registration Inquiries
Exhibitor Inquires

Contact: Nikki Assmann
IAHPERD Executive Director
School of Physical Education
Ball State University
Muncie, IN 47306
Phone: 765.285.5172
FAX: 765.285.8254
E-mail: nassmann@bsu.edu

- **Sandy "Spin Slade – nationally known speaker to present teaching fundamentals for basketball**
- **Chris Carr discusses experiences with athletes at the 2002 Winter Olympics Games in Salt Lake City**
- **Michigan Exemplary Physical Education Curriculum**
- **Sport Activity sessions - tennis, volleyball, basketball**
- **Jump Rope Teams - come ready to learn from the best and see amazing demonstrations**
- **Health Issues - nutrition, eating disorders, substance abuse, multiculturalism, abstinence and sexual behaviors**
- **Assessment, self-esteem, teacher motivation**
- **Working with students with disabilities**
- **Fitness activities, assessment, Physical Best, Fitnessgram**
- **Awards Luncheon - Student, teacher, professional leadership recognition**
- **Mini-grant writing workshop**
- **Exciting meetings for student professionals including Super Stars Competition**
- **Dance Sessions, Technology Sessions**
- **Application of Brain Research information to Physical Education**

Strength through Collaboration

Conference Highlights

Sandy "Spin" Slade

"Roll up your sleeves – it's time to work! Sandy Slade, whom many consider to be one of the best basketball handlers in the world today, will guide you through a basketball handling, dribbling and shooting workout. One of the most popular session presenters at State and National Conventions, Sandy "Spin" Slade will be introducing the exciting new teaching tool that will revolutionize your basketball unit. **Basketball Skillastics** designed by Sandy, is sure to arouse the interest of the non-athlete as well as challenge the student who excels in sports. Learning, or for that matter, teaching basketball fundamentals can be very frustrating . By breaking down the drills into small, easy-to-attack segments, Sandy makes it easy to understand. The basketball skills you learn will be an invaluable asset as a teaching aid.. Be prepared to have a great time at this one-of-a-kind workshop.

Keynote:

"Sport Psychology and the U.S. Alpine Ski Team: A Sport Psychologist's Experience at the 2002 Winter Olympic Games"

Chris Carr served as a sport psychologist for the United States Men's Alpine Ski Team at the 2002 Winter Olympics in Salt Lake City, Utah. He will be talking about his experiences in pre-olympic preparation of athletes and staff, his role during the three weeks of the Games, and specific performance issues addressed during the Games. Attend this session for an "insider's view" of the dynamics of psychological preparation during one of the most exciting competition venues.

The Exemplary Physical Education Curriculum (EPEC)

Come discover how to develop an Exemplary Physical Education Curriculum at your school. Ginny Rademacher will be joining us from Michigan to introduce this great program which was designed to systematically change the shape of Michigan citizens by developing programs that have long-term impact on their lives. A primary objective was to prepare children and youth to be physically active now and as they grow into adults. This program equips young people with the ability to understand the importance of physical activity and to obtain the fitness, knowledge, motor skills and personal/social attitudes for a lifetime of physical activity. This is a **MUST SEE** program for teachers who want to make a difference in their communities.

See It, Believe It, Teach It!: Cup Stacking with Speed Stacks

Speed Stacks will be with us again this year to introduce this fascinating activity which promotes hand-eye coordination, ambidexterity, quickness and concentration. Speed Stacks will hold two to three special conference sessions which will teach you how to teach cup stacking to your students. You will leave the session with your own set of Speed Stacks (a $15 value) and instructional video and a 5-day instructional unit–all free!

Cup stacking is an exciting individual and team sport where competitors stack and unstack 12 specially designed plastic cups (Speed Stacks) in pyramids at lightning speed. Individual stackers race against the clock for fastest times. Stackers also compete on relay teams racing against each other in head-to-head competition. Roger Washburn, a Colorado Physical Education Teacher of the Year, uses a fast paced, upbeat teaching style to teach attendees cup stacking along with a variety of individual and group activities. You will be amazed at the speed that the children accompanying Mr. Washburn can stack cups!

Strength Through Collaboration

Conference Information

Registration

The best and least expensive way to register for the conference would be to mail the attached pre-registration form to Nikki Assmann at the address listed on the form. **The DEADLINE for pre-registration is October 18 (postmarked).** You may join the association now and pay the reduced member fee rather than the higher non-member fee. If you choose not to join the association, you should pay the non-member registration fee. Members and non-members who choose to register at the conference may do so, but the on-site registration will be considerably higher. You should also be aware that long lines at on-site registration may result in being late for a session you may want to attend. Registration will be in the Westin Hotel outside of the Capitol II room. It will be open on Thursday evening from 5:00 - 7:00 p.m. and begin at 7:30 a.m. on Friday and Saturday morning.

Awards Luncheon

The Awards luncheon is scheduled for Friday, November 15th at noon in the Westin. A ticket for the luncheon can be purchased in advance for $10. Be sure to check "awards luncheon" on the Pre-Registration form and include the fee when you write your check. We are required to guarantee the number of meals that we need for the luncheon several days before the conference. Although we may have a few tickets available at the conference, ordering a ticket in advance will ensure seating. The Awards Luncheon will include special awards for our teachers of the year, student awards and scholarships, and other association awards. Plan to attend, to support your friends and colleagues.

Student Pizza Party

The annual free Student Pizza Party and student officer elections will be held at noon on Friday. Students should indicate on the Pre-registration Form, if they plan to attend this event.

Jump Rope/Hoops for Heart and Regional Director's Breakfast

Jump Rope and Hoops for Heart Coordinators attending the conference as well as Regional Director's are invited to a FREE continental breakfast at 8:00 on Saturday morning.

Starting Times

Conference sessions will start at 8:00 each morning. Most sessions will be 50 minutes long with ten minutes between sessions. A limited number of sessions will be held between 12:00 and 1:30 (the Awards Luncheon and Student Pizza Party time). Sessions will continue until 5:25 on Friday. Saturday sessions will finish at 12:00 noon. The Friday schedule will finish with a short Keynote Address and Conference Social at which we will hold a drawing for prizes including **2 free 2003 Indiana AHPERD Conference Registrations with a one night stay at the convention Hotel.** After the social you are on your own for a night in "Indy". Plan to attend some of our best sessions which we have scheduled for Saturday morning.

Hotel Reservations

The conference hotel is the downtown Westin Hotel across from the Convention Center. The **DEADLINE to receive the conference rates is 5:00 p.m. on October 15.** To make Reservations call **1-800-937-8461**. Be sure to identify yourself as attending the **IAHPERD** Conference our group booking number is 2878. You may also register on-line using that number. The conference rate is $139 for a single or double room.

TENTATIVE PROGRAM LISTING

Thursday, November 14

5:30 Executive Committee Meeting

7:00 Board of Directors Meeting

Friday, November 15

8:00 - 8:55

Rhythmic Activities: Classroom and Physical Education Teachers Unite ◆ Team Building: Three Heads are Better than One ◆ Bring Your Classroom Alive ◆ Fitness, Fitness, Fitness ◆ See It, Believe It, Teach It! ◆ Basketball Circuit

9:00 - 9:55

Physical Education Learning Centers ◆ Educating the Youth Sports Parent: The Do's and Don'ts for Success ◆ Changing Viewpoints: Learning About Physical Education in England: A Student's Perspective ◆ Healthy Kids, Healthy Schools ◆ So What's Important in PE?–The Teacher Speaks ◆ The many Uses for Scooters ◆ Frisbee Fun for Everybody ◆ Folk Dance Workshop ◆ Alphabet Soup: BA in PE to the WNBA

10:00 - 10:55

Answering Difficult Questions ◆ The Psychological Benefits of Engaging in Exercise ◆ Nutrition Lessons that Will Make a Difference ◆ Physical Education Teacher Motivation ◆ Teaching Tumbling in PE Classes ◆ Volleyball Fundamentals ◆ Integrating Elementary Physical Education ◆ Grant Writing for Beginners: Steps to Success Workshop ◆ Higher Education Round Table - Current Issues ◆ Ethnic Dance Workshop ◆ Team Workouts in the Water II

11:00 - 11:55

Work with the Best Jump Rope Team ◆ Being an Advocate for Your Students with Disabilities ◆ Dairy Council Materials Panorama ◆ Sleep Deprivation, Body Fat Measures, and Attitudes Toward Activity: Students Have Fun with Research ◆ Assessing Fitness Levels of Students with Disabilities ◆ A Heart Thumping Idea ◆ Volleyball Skills for elementary Physical Education and High School Varsity ◆ Aquatic Exercise Therapy ◆ The New PE and Wellness Technology

12:00 - 1:30

Council for Future Professionals (CFP) Pizza Party ◆ Awards Luncheon Buffet

1:30 - 2:25

Want a Job? The Market, Market, Market! ◆ Teaching Students with Learning Disabilities ◆ Getting Motivated to Make it Happen for Youth Sport Participants ◆ Herbs: Natures Medicines without the Side Effects ◆ Designing Assessments for Middle School Physical Education ◆ Sit-up / Curl-up: How to do It and Teach It Right ◆ Basketball Skillastics with Sandy "Spin" Slade ◆ Water Exercise withAqua-Circuit

1:30 - 4:25

"Wellness Technology for your Learning Community: Teaching & PE Workshop -Limited to first 45 participants

2:30 - 3:25

See It, Believe It, Teach it! ◆ Elementary PE Teachers: Don't be Afraid to Use Your Brain ◆ History of the Paralympics ◆ Health Assessment in African American Women ◆ Sex on the Mind – Can It Stay There? ◆ The Dynamics of Eating Disorders and Substance Abuse with Athletes ◆ SuperStars Competition ◆ Aquatic Summit ◆ Jazz Dance Workshop ◆ Recreational Activities Workshop

3:30 - 4:25

Jump Rope Skills ◆ Fostering Self-Esteem in the Classroom ◆ (Repeat) Sex on the Mind – Can it Stay There? ◆ Power Struggles in Physical Education: How to Deal with Challenging Behavior by Children with and without Disabilities ◆ An Introduction to the Physical Best Program ◆ Addressing Multiculturalism in Health Education ◆ Recreation Session ◆ Basic Water Rescue Skills

4:30 - 5:30

KEYNOTE Address

Dr. Chris Carr : Winter Olympics 2002

Followed by Convention Social and Drawing – including 2 free 2003 conference registrations and hotel registrations

Saturday, November 16

7:00 **New Board Breakfast**

8:00 **Jump Rope/Hoops for Heart Coordinators and Regional Directors Breakfast**

8:00 - 8:55

Teaching a Fitness for Life Course ◆ Tips for Administration of the Fitnessgram ◆ Goalball: A game to Include all students ◆ Face to Face: Facing Abstinence Challenges Educationally ◆ Infusing Yoga into your Flexitiliby Training

9:00 - 9:55

Shelby Skippers ◆ Truths and Myths of Sport and Exercise Equipment ◆ Interactive Health Teaching Strategies Round Table ◆ See It, Believe It, Teach It! ◆ Do It Daily V ◆ Increasing Understanding of People with Disabilities Through Physical Education ◆

10:00 - 10:55

Current Issues in Exercise Science: Training and Fatigue ◆ Personal Fitness for Middle School Students: The EPEC Model ◆ USTA Team Tennis Rally Ball ◆ Jazz Up Your PE Curriculum with Upbeat Mixers

11:00 - 11:55

School Safety for All: Using the Coordinated School Health Program to Increase Safety for Lesbian, Gay, Bisexual and Trans-gendered Students ◆ Providing Physical Education for Students with Visual Impairments ◆ Teaching Personal / Social Skills in PE – The EPEC Model ◆ Kickboxing

Strength Through Collaboration

Conference Registration Form

Member Pre-Registration (you may join today and pay the lower member registration rate!

Professional Membership Fee	**$20**	_____
Student Membership Fee	**$10**	_____
Professional Registration Fee	**$55**	_____
Student Registration Fee	**$15**	_____
Awards Luncheon Ticket	**$10**	_____
Student Pizza Party Ticket	**N/C**	_____
Spouse/Significant Other	**$25**	_____
Retired Professional	**N/C**	_____
Total Submitted		_____

Make Checks Payable to: IAHPERD

Mail registration form and fees to:

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

NON-member Pre-Registration

Professional Registration Fee	**$ 95**	_____
Student Registration Fee	**$ 25**	_____
Awards Luncheon Ticket	**$ 10**	_____
Student Pizza Party Ticket	**N/C**	_____
Total Submitted		_____

Make Checks Payable to: IAHPERD

Mail registration form and fees to:

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

Site Registration: Registration at the conference or after the Registration Deadline (**October 18**) will result in being charged higher fees as follows:

Professional Member Registration Fee:	$ 75
Student Member Registration Fee:	$ 25
Professional Non-Member Registration Fee	$115
Student Non-Member Registration Fee	$ 35

BADGE and Membership Information –please print – Send Entire Page with Check

Name:_____ County of Residence:_____

Street Address:_____ City, State, Zip:_____

Phone:_____ E-mail:_____

School or Business Name:_____

Reprinted Article

INTEGRATED CURRICULUM

Language Arts and Physical Education
A Natural Connection

by Stephen L. Cone and Theresa Purcell Cone

Reprinted with permission Teaching Elementary Physical Education, 12(4), July 2001

The language arts are considered one of the basic elements in a comprehensive education. They form the foundations for a student's ability to communicate with his or her world, receive information, and express ideas and understandings. It is through the language arts concepts of reading, writing, listening, speaking, and viewing that students can formulate their ideas, respond to others, evaluate and apply information, and increase their knowledge in many areas. Each area of the language arts contains specific skills and concepts that are key to successful learning (see Table 1). These skills and concepts are essential for communication and learning in all areas of the curriculum.

Language Arts and PE

A well-designed physical education program will offer opportunities to not only increase knowledge and skills in physical education, but it will also provide students with ways to practice and improve their language arts skills. However, the inclusion of language arts in the physical education curriculum may be coincidental and sporadic, rather than planned and purposeful. With a few revisions in your lesson plan, you can include the language arts in many physical education content areas. For example, students can practice listening and speaking skills by teaching each other. After teaching the overhead serve in volleyball, by using a demonstration and verbal directions, students are placed in small groups to review the information. One student in the group begins by describing the first step in completing the serve, the next student adds a second sentence or the second step, then the third student contributes more information; this continues until all students in the group have added information about how to perform an overhead serve. At first, this teaching approach may seem redundant because the teacher initially provided the explanation and demonstration. However, as students speak about the information, they must think about what they have heard in order to express their understanding. In addition, as the teacher listens to the students share information on the skill, he or she can assess the level of understanding and the students' ability to communicate the information effectively. This approach also offers a wonderful opportunity for the teacher to assess whether the information presented was clear and comprehended by the students.

To increase effectiveness in integrating language arts and physical education, the physical education teacher needs to become familiar with the current issues and methods used to Teach,a~ language arts in the classroom. One way to find information on language arts is to take a walk through a variety of grade level classrooms and look at the students' writing samples, the books they are reading, or the type of projects they are completing. Further, examine professional journals such as The Reading Teacher or Language Arts, texts that address language arts and movement such as Gilbert's (1977) Teaching the Three Rs Through Movement Experiences or Cone, Werner, Cone and Woods' (1998) Interdisciplinary Teaching Through Physical Education, or access Internet sites focused on language arts. When surfing the web, utilize an Internet search engine like <AltaVista.com> or <Northern Light.com> by using language arts as the keyword or visit a site such as ISLMC Children's Literature & Language Arts Resources for information

Approaches to Use for Collaborating With Other Teachers

Learning in the language arts begins before students arrive at school. Many children have been exposed to the letters of the alphabet, viewed television programs, talked about their experiences, lis-

tened to stories, and some may even have read books, street signs, or newspaper headlines. The physical education teacher and the classroom teacher can work together to build on the language arts skills that students already possess and to teach new skills and concepts that students can use to succeed in all subject areas. The following list offers ideas for the physical education teacher to use when working with the classroom teacher.

✔ Plan weekly or monthly conversations to talk about what content areas will be emphasized over the next week or month in both curricular areas. For example, while the 3rd grade language arts teacher covers the mechanics of writing a letter, the physical education teacher reinforces the letterwriting skills by having students write a letter to their parents describing how to perform a skill they have just learned, such as an overhand throw.

✔ Share a list of vocabulary words used in a physical education unit of study with the classroom teacher. For example, during a unit on educational gymnastics, the physical education teacher creates a list of vocabulary words reflective of the skills and concepts they would be teaching. Words such as balance, forward roll, center of gravity, and base of support would be part of such a list. The 2nd grade language arts teacher incorporates these words into their weekly vocabulary lists.

✔ Encourage journal writing in the classroom as a followup to the physical education lesson. For example, plan, with the 4th grade language arts teacher, for the students to write in a journal when they return from the physical education class. Not only will they be addressing writing, reading, and viewing, but they will also be reflecting on and reinforcing the concepts and skills they were exposed to in the physical education classroom.

✔ Review, with regularity, the language arts content and standards (National Council of Teachers of English, 1996) and the physical education (National Association of Sport and Physical Education, 1995) and dance content and standards (National Dance Association, 1994). For example, this exercise should be a planned time with discussion between the physical education teacher and all grade level teachers. Seek the support of your principal in this endeavor.

✔ Plan a special event for parents to demonstrate how language arts and physical education can be integrated. For example, the physical education teacher and the kindergarten teacher plan an evening presentation that highlights the concepts of letter identification, rhyming words, and storytelling. The program begins with students and their parents forming the shapes of the letters in their names using their bodies. Next, the students and parents visit rhyming word centers where they write words that rhyme with the highlighted word and then create movements and shapes to demonstrate each word. For example, at the first center, the rhyming word is "ball" and they record the words small, tall, fall and call; at the second center, "hop" becomes top, stop, pop, and drop and at center number three "zip" results in tip, skip, lip, and hip. In the final activity of the evening, several students tell a story about bugs that they have written in the classroom, while other students perform the movements that they have created to express their interpretation of the story.

Ongoing Strategies to Use in the Physical Education Classroom

In addition to working with another teacher, the physical education teacher can employ ongoing strategies to integrate language arts skills in the physical education curriculum. The following are simple means that can be used to reinforce language arts in the physical education setting:

✔ Label equipment. Students or the teacher can write the name of various pieces of equipment and display the name on or near the equipment. Labels such as balance beam, gymnastics bench, tennis rackets, playground balls, foam balls, basketballs, or jump ropes can be displayed during the lesson next to the equipment so children see how the words are spelled.

✔ Write an outline of your lesson on the chalkboard. Here, students can read the sequence of activities you have planned and learn new terminology that you may be using in the lesson.

✔ Develop a word wall (Brabham & Villaume, 2001). Word walls can assist students in learning to read and write the current vocabulary emphasized in a physical education unit of study. The word walls can be thematic and focus on a specific idea such as fitness, directions and space, folk dance, a specific sport, shapes and pathways, the Olympics, muscles and bones, or educational gymnastic skills. Siegel (2000) described her use of an ABCs of PE word wall in her physical education program. She developed an interactive bulletin board that lists the letters of the

TABLE 1—Language Arts Concepts Taught in Elementary Schools

READING	WRITING	SPEAKING
Reading for Different Purposes Literature Study Conventions of Language Vocabulary Comprehension Reading Strategies Story Structure	Writing for a Variety of Purposes Composition Handwriting Spelling Mechanics	Speaking for Different Purposes and Audiences Questions and answers Oral Presentations Group discussions Directions or instructions

LISTENING	VIEWING
Listening for a Variety of Purposes Oral directions Questions and Answers Note taking Music and sounds Critical	Viewing for a Variety of Purposes Personal interactions, live performances Visual arts involving oral and/or written language Print media Electronic media Factual and fictional representations

alphabet. Her students write words about something they are learning in physical education and place the word under the appropriate letter, such as the word run under the letter R.

✔ Display children's writing or drawing about a concept or skills learned in the physical education program. For instance, during an educational gymnastics unit on making straight, twisted, and curved shapes at different levels on the mats and on the climbing equipment, have the students draw pictures of themselves in one of the shapes on the equipment and label their drawing using the name of the shape.

✔ Ask questions that require students to verbally explain their answers using one or more sentences. This practice takes time; however, it reinforces the students' speaking and listening skills. Ask students to elaborate on one word answers or ask other students to add to the answer. Each student will explain an answer in a slightly different way. By asking several students to answer the same questions, the teacher reinforces the connection between thinking and speaking skills as well as recognizing that there are multiple ways to express an idea.

✔ Create lessons that require students to read the directions for an activity. This strategy is appropriate for an activity that may have multiple directions or utilizes stations. Students can also read poems, stories, or directions for a game to their classmates. Cooke and Ahrens (1997) offer an approach called "Rotate and Read" that requires students to read learning cards at each reading/skill station.

✔ Frequently use physical demonstrations, graphics, posters, and other visual media during class. Students gain a wealth of information from viewing the information on a poster; seeing a videotape demonstration of a skill, game, dance or gymnastic routine; or observing a demonstration. The skill of viewing is enhanced when students are asked to focus their viewing on something specific in the visual media or are asked to respond to the viewing by writing or speaking about what they saw.

Integrated Activities

Once a commitment is made, both the students and the teachers can truly enjoy the fun of incorporating language arts and physical education. It is important to plan lessons that foster learning in both language arts and physical education. Select specific skills or concepts from the physical education lesson and identify language arts skills and concepts that will enhance the learning process. This planning process will not only assist you in the delivery of the content, but it will also provide students with additional means of demonstrating their knowledge and understanding. The integrated activities presented in Table 2 provide examples that use such a planning process.

In addition to the activities in Table 2, Lipowitz (1996), describing the work of Dr. Carole Smith, noted that as children learned to juggle they also improved their handwriting and visual tracking skills. This study provides evidence that gross and fine motor skills taught in the physical education program can have a direct impact on the learning of language arts skills and concepts. Studies such as this demonstrate the benefits of an integrated curriculum and provide the

TABLE 2—Sample Physical Education and Language Arts Activities, Concepts, and Skills

PE Content Area	Activity and Grade Level	Activity Description	Physical Education Concepts & Skills	Language Arts Concepts & Skills
Games	Alphabet Freeze Tag Grades K- 2	Students freeze in shape of letter when tagged. Unfreeze tagged player by second player mirroring letter shape.	Running, dodging, matching shapes	Reading: Letter recognition and formation
Manipulatives	Word Toss (self or "/partner) Grades 1 - 4	With each toss, say the name of a letter to form a spelling word.	Tossing and catching	Writing: Spelling
Manipulatives	Bouncing Tricks Grades 2 - 4	Create 3 different bounces and put them into a sequence. Teach the sequence to partner.	Bouncing for control	Speaking: Giving directions Listening: With purpose Viewing: Demonstration
Sports Skills	Sports News Grades 3 - 4	Students read and discuss articles containing pictures from newspapers and magazines that are related to current unit of study	Increasing sport knowledge	Reading: comprehension Listening: questions and answers Viewing: print media Speaking: to describe the pictures
Educational Gymnastics	BOS Detective Grades 1 - 4	Half the class assumes a balance shape. The other half writes the name of each student and the body parts they are using as the base of support.	Creating and controlling balances using different bases of support	Writing: spelling, handwriting; Viewing: demonstration
Educational Gymnastics	Gymnastic Sentences Grades 2 - 4	Students create a gymnastics sequence using rolling, turning, and balances. Each student writes a sentence to describe his or her sequence.	Rolling, turning, and balance	Writing: sentences, spelling composition
Dance	Poetry in Motion Grades 3 - 4	Small groups of students create a dance. Each student creates movements that reflect the meaning for one line of the poem.	Creating a variety of locomotor and non locomotor movements and shapes	Reading: comprehension
Dance	Dessert Dance Grades K - 2	Students write or draw a dessert. Students create movements that reflect the rhythm of the syllables in their dessert word(s).	Movements that emphasize rhythm	Reading: vocabulary, pictures and words, reading strategies; Writing: spelling
Fitness	Jumping Poems Grades3 -4	Students are partnered. They alternate reciting lines of a poem they have learned in their classroom. This is used as part of the warm-up. Determine number of repetitions.	Increased cardiovascular and muscular endurance	Speaking: different purposes, directions Listening: variety of purposes
Fitness	Muscle Mania Grades 2 - 4	Students are in small groups. Students read a card listing a muscle then create and record an exercise for that muscle.	Identifying muscles and appropriate exercises to address fitness	Reading: vocabulary, comprehension; Writing: composition; Speaking: group discussion

encouragement to pursue such endeavors.

Using the Language Arts to Assess in Physical Education

Assessment should be part of any physical education learning experience, whether it occurs at the beginning, in the middle, or at the end of the lesson. The physical educator uses many different assessments to gain a comprehensive picture of what a student knows and can do. Beyond performing a motor skill, it is also important for the students to express their understanding of how to perform the skill either verbally or in written form. The language arts become an important partner in the physical education assessment process as students read test questions, write or speak answers, view a peer perform a skill, or listen to a spoken sequence of movements and then perform the movements.

As you construct your assessment tool, think about the following considerations and strategies:

- Knowledge can be demonstrated by having students read an essay or set of directions they have written on how to perform a skill.
- Students search the Internet for an article or information on the unit of study. They read the article to a small group in the class.
- Assessment through any written test involves a

level of reading. As you construct the test, have the grade level teacher review it so that you are sure the students have the reading ability necessary to complete the test.

- ➤ It is important to correct the spelling when you review the test so students will learn the correct spelling of physical education-related words. Frequently misspelled words can be part of a word wall or can be submitted to grade level teachers to include on their spelling tests.
- ➤ Provide an alternative way to test students who have difficulty reading; perhaps you could read the questions and they would respond orally.
- ➤ Students can construct their own questions for the test. For example, on a test following a unit of study on the Olympics, students could be asked to write a question on the history of the Olympics and provide a written answer.
- ➤ Students can view videotape of a skill or a dance and answer questions orally or in writing about form or pathways or shapes.
- ➤ Students can select a skill from a unit of study and teach that skill to a small group of students. The "teaching" student can also develop questions to ask after their presentation. In this way, they are practicing speaking, reading, writing, and the students in the group are practicing listening and viewing.
- ➤ Offer opportunities for peer assessment. For example, while one student performs the skill, another observes and assesses the skill on a performance assessment sheet.

Conclusion

Integrating the curriculum is both time consuming and timesaving. The effort needed to establish such a relationship produces its rewards in the outcomes we all seek as teachers. Through modeling the integration of language arts and physical education in our teaching, we help students to increase their ability to not only learn the skills and concepts but to also communicate their knowledge, perspective, and understanding of what they have learned. As a result, the educational process is enhanced and enlivened by emphasizing the curricular links that exist in our lives.

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Reviewed Article

Survey of Indiana Physical Educators' Content Knowledge

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Physical education teacher educators are charged with preparing teachers for the classrooms of the 215t century. Many states have adopted standards designed to increase the quality of new teachers entering the teaching profession. Although teachers in many states are required to pass content specific tests for licensure, little research about the content of physical education has been done. Knowing the diversity of physical education programs coupled with the need for preservice teachers to both pass the competency exams required for licensure as well as be prepared to teach, the curriculum of a preservice teaching major is critical to meeting those goals.

In one of the few studies found in the literature, Sanders and Conkell (1998) determined that Florida first year teachers (k12) were competent in developing appropriate content, applying pedagogical skills, and promoting a healthy social-emotional atmosphere. Beginning teachers had good content knowledge, knew how to work with diverse learners, had good management and instructional routines, created a safe learning environment, and were able to plan and implement lessons effectively. In this same study, beginning teachers were ranked low in the following areas: incorporating interdisciplinary experiences, communication with others, use of assessment, collaboration with other professionals, use of community resources, and establishing productive partnerships with parents/guardians.

The purpose of this study was to determine the content of physical education as perceived by inservice physical education teachers. A survey was created based on the guidelines for content knowledge of Indiana physical education teachers (Indiana Professional Standards Board, 1998). This survey was made possible through a grant sponsored by the Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD).

Methods

Invitations to participate in this study were mailed to 577 Indiana physical educators, which represented approximately 25% of the physical education teachers listed on the Indiana Department of Education website. This was a deliberate sample of elementary (35%), middle (33%), and high school teachers (30%) consisting of 292 males and 285 females. Teachers were given a password to access the survey on line or could request that a hard copy be mailed to them. A reminder postcard was sent two weeks after the initial letter was sent. One month after sending the initial invitation, a second mailing containing the actually survey in a manila envelop was done. The return rate from the two mailings was 31%.

Although the survey was divided into five sections, only three of those will be reported in this article. The rest of the survey results will be reported in a second article. This article will report about what inservice teachers believe that beginning teachers should know relative to course content and healthy lifestyles choices for preservice teachers. In the survey, inservice teachers were asked to rate the items using the following scale: critically important, somewhat important, not very important, and totally unimpor-

Table 1

Items rated critically important by at least 2/3 of those responding to a survey bout what beginning teachers should know

What beginning physical education teachers should know:	
How to use strategies and techniques to develop positive attitudes	89%
How to motivate students to participate to their fullest	88%
How to organize and manage resources such as time, space, facilities, equipment, and teacher attention to engage all learners in the activity	86%
How to plan developmentally appropriate lessons	79%
About motor development	79%
How the body systems adapt to physical activity	75%
Universal precautions about blood and body fluids	75%
About the physiological growth and development of youth	71%
How to advocate for and promote physical education in the school's program and/or curriculum	69%
A variety of teaching styles to make learning more effective	68%

tant. While it is significant to note that all of the items with the exception of history of physical education were listed as either critically important or somewhat important by over 75% of the teachers who responded, the results reported in this article discuss those items rated by teachers as critically important.

Results

Table 1 lists items to which at least 67% of all inservice teachers responding to the survey ranked as critically important. Areas dealing with environmental aspects of teaching were seen to be most important to inservice teachers. Working with motivated students with positive attitudes is much easier than dealing with individuals that don't want to be in physical education classes. Teachers also know that they deal with many issues that classroom teachers don't face. In physical education, students are moving and usually have some piece of equipment involved with the activity. An unorganized teacher is dealing with chaos and an environment that is not conducive to learning. The last item receiving a high rate of endorsement had to do with safety. Teachers felt that preservice teachers needed to have precautionary knowledge about blood and body fluids. Given that many of these teachers also teach health, creating a safe environment is an important issue to these teachers.

Planning and/or teaching lessons that are developmentally important relative to motor skills seems to be another strand important to Indiana physical education teachers. Along with this, one would assume that knowing the ranges of individual variation for growth and development of youth would be important. However, only 55% (see Table 2) of the respondents in this survey felt this latter area critically important. Other items relating to planning lessons that challenge students mentally or creating lessons that are appropriate for special needs children were not given the top rating by as many teachers.

When asked what beginning teachers should know, less than one-third (34%) of the inservice teachers responding to the questionnaire rating the items listed in Table 3 as critically important. Undergraduate teacher preparation programs typically include courses in biomechanics, philosophy, history of physical education, and sociology. Less than one-third of this study's respondents consider those subjects critically important to the education of physical education majors. Inservice teachers also do not consider many assessment items important. Issues related to reliability and validity and self-assessment by learners were rated as some of the least important items according to this survey.

Table 4 is a listing of activities inservice teachers felt critically important for preservice teachers to know how to teach. Physical fitness received the top overall rating with fundamental motor skills second. Aquatics and gymnastics received the lowest ratings from these teachers. Although not reported on the table, it is important to note that most of the activities listed, with the exception of gymnastics and aquatics, were considered either critically important or somewhat important by at least 85% of those responding to the survey.

Discussion

When looking at how teachers responded to the "science" courses typically associated with physical education, the two that received the highest rating were motor development and how the body systems adapt to physical activity. Motor development is important when planning developmentally appropriate lessons. Information about how the body adapts to physical activity is important if teachers are infusing fitness concepts into the curriculum. Of the 10 items included in that section of the survey, those two are probably the easiest to apply to daily teaching. The other subjects listed tend to be more theoretical and

perhaps teachers have a harder time bridging the theory practice gap. Courses in anatomy and physiology serve as a foundation for these other applied courses which teachers indicate that preservice teachers need. Teachers, however, did not rate these latter two areas as highly. If the Indiana Professional Standards Board considers these courses important, perhaps teacher educators should consider making more efforts to explain to their students why they are important and how to use the information in day-to-day teaching. In many universities exercise physiologists who have relatively little training in teaching physical education instruct these courses. Part of bridging the theory practice gap may include familiarizing exercise physiologists and others who teach these classes with the needs of preservice teachers enrolled in the classes in the scientific foundations area.

Teachers rated advocating for physical education programs as critically important. Most teachers are aware of the precarious situation many physical education programs find themselves in when budgets or time are being cut. It is not surprising that this item was rated so high. However, teachers did not feel that preservice teachers needed to learn to communicate learner progress to students, parents, and administrators. This latter item would seem to be directly related to a public relations/advocacy issue. Also receiving a rather low score was the relationship of physical education to other subject areas. If teachers were going to advocate for physical education programs, one would think that they would want to link its importance to other areas of the curriculum.

Table 2

Items rated critically important by at least 1/3 of those responding to a survey about what beginning teachers should know

Beginning teachers should know:	
A variety of teaching styles to make learning more effective	68%
About psychological growth and development of youth	64%
How to encourage creativity	62%
About the social growth and development of youth	62%
How to communicate in ways that are sensitive to ethnic, cultural, economic, ability, environmental, and gender differences	61%
How to seek new resources and curriculum material or ideas to keep the program dynamic	60%
How to establish two-way communication with school colleagues, families, professionals, and community through open houses, faculty meetings,, newsletters, or conferences	57%
How to plan and create lessons which meet the needs of physical, cognitive, sensory, and behavioral disabilities	57%
About the character growth and development of youth	55%
About the ranges of individual variation for growth and development of youth	55%
The laws pertaining to students with disabilities	55%
How to use multiple communication techniques to effectively present information to the learner	54%
About skeletal systems	53%
How to use effective verbal, non-verbal, and multimedia communication techniques to engage students in the learning process	53%
How to communicate learner progress to students, parents, and administrators	51%
How to implement ongoing assessment strategies to monitor and promote student learning	51%
How to improve teaching and content knowledge through professional growth activities	49%
How to interact with colleagues from other curricular areas to maximize student learning	47%
How to use a variety of self-assessment techniques to reflect on and improve instruction	47%
About anatomy	47%
How to plan lessons which challenge students to use higher level critical thinking skills (i.e. analysis, evaluation, and synthesis)	46%
How to use assessment to modify teaching and learning strategies	46%
About psychology	44%
How to use a variety of formal, informal, and alternative assessment techniques to enhance knowledge	43%
About neuromuscular systems	43%
How to encourage students to express themselves through a variety of mediums (e.g. writing, speaking, performing)	36%

In a related area, approximately one-half of the teachers surveyed felt that preservice teachers should know how to communicate with both students and parents/guardians. Sanders and Conkell (1998) found communication skills to be a weakness in the begin-

Table 3

Items rated critically important by less than 1/3 of those responding to a survey about what beginning teachers should know

What beginning physical education teachers should know:	
How to encourage students to express themselves through a variety of mediums (e.g. writing, speaking, performing)	36%
How to involve learners in self-assessment	34%
About physiology	33%
The relationship of physical education curriculum with other subject areas	33%
How to use current research and professional literature to enhance the teaching/ learning process	33%
How to apply measurement concepts such as validity and reliability to student evaluation/assessment	29%
How to serve as a resource for the school and community on health-enhancing behaviors	28%
How to use community resources to enhance learning	28%
About biomechanical principles	27%
About sociology	19%
About the history of physical education	17%
Gardiner's multiple intelligences to enhance learning	17%

ning teachers that they studied. Knowing that inservice teachers value communication skills and that beginning teachers in another study were found lacking in this area, physical education teacher education programs should make this content area a deliberate part of the curriculum rather than assuming that it will happen. The first part of this would be to make preservice teachers aware of the importance of communicating with others. The second part of the process involves exploring the variety of ways that this can occur. Traditional forms of communication involving written and verbal skills are an essential part of this process. With the technology available today, preservice teachers should also know how to create newsletters about their programs as well as web sites that let others know about what is happening in their programs. Imagine how excited parents/guardians would be if able to view their child's performance in a culminating activity in physical education. Not only would these adults witness the learning that their child had achieved, but they also would know the types of activities offered in physical education class. Lastly, preservice teachers should be encouraged to find ways to promote their programs through public presentations at events (e.g. PTA meetings, half-time entertainment at sporting events, wellness events) or by having planned activities in the gym during open houses, parent conferences, back to school nights, etc.

Psychology was another area that was not rated very highly by teachers (see Table 3). This may be another area that deserves greater attention in the curriculum. Motivating students and using strategies to develop positive attitudes were given some of the highest ratings by teachers in this study, yet psychology was rated critically important by only 44% of the respondents. Psychology may also be another area that needs to shift to a more practical approach. The psychology of sport contains a wealth of information about motivating youngsters to perform better. Perhaps this content area should be extended and applied to ways to motivate students to perform in physical education classes.

Teachers responding to this survey were lukewarm about assessment needs of preservice teachers. A recent article by Stiggins (2002) talked about the difference between the assessment of learning and the assessment for learning. In physical education we typically make assessments of learning, as assessments are associated with assigning grades in physical education.

Several measurement and evaluation experts in this country are trying to shift this to assessment for learning (Lambert, 1999; Stiggins, 1997; Wiggins, 1998; Wiggins & McTighe, 1998). They advocate

Table 4

Percentage of Indiana physical education teachers responding critically important to teaching areas in physical education

Beginning teachers should know how to teach:	Percent
Physical fitness	90%
Fundamental motor skills	87%
Sports and games	76%
Leisure activities	71%
Outdoor activities	58%
Dance and rhythmic activities	41%
Track and field	39%
Aquatics	27%
Gymnastics	21%

using formative assessments (assessments that measure learning throughout the instructional process rather than at the end) to improve learning. These are the assessments that teachers give in their classes as part of the instructional process to determine whether students have achieved the objectives and whether it is appropriate to move on to a new topic or if students need additional instruction before they have mastered the intended material. Changing this emphasis in assessment is a huge philosophical switch for many teachers. Assessment for learning is often done in conjunction with instruction and does not require additional or separate days spent doing them. Performance-based assessments are used to determine whether students are able to complete tasks that are also instructional. Teachers using formative assessments have demonstrated large increases in student learning (Black & Wiliam, 1998). Beyond giving feedback on learning to students and teachers, these assessments can be used to document student learning to administrators and parents. In this time of financial insecurity in our schools, assessments should have a greater role in the instructional process as teacher document what their students have learned.

Organizations like IAPHERD should continue sponsoring conventions and workshops for teachers. Teachers in this survey indicated that it was more important for preservice teachers to get information from professional development seminars rather than by reading current research and professional literature. This is not surprising as physical education teachers tend to be "doers" and often prefer "hands on" learning styles over audio or visual learning. Another encouraging point along this topic is that 50% of the teachers indicated the importance of getting new resources and curriculum materials to keep programs dynamic. Teachers also indicated that they felt it important for preservice teachers to learn how to deliver effective lessons that were developmentally appropriate. A variety of teaching styles was also seen as important indicating that preservice teachers need to learn more about delivering more student-centered lessons and along with the more traditional teacher-centered lessons that use direct instruction.

The second part of this survey asked about behaviors important for preservice teachers. Every factor identified in this section was considered critically important by at least 2/3 of the teachers responding to the survey (see Table 5). Inservice teachers seem to have little tolerance for unhealthy practices such as smoking, use of illegal drugs, and excessive drinking. Additionally, they felt that preservice teachers should be role models by being physically active and using exercise to release stress. From the results of this study, inservice teachers recognize the importance of image and being a positive role model for teachers who are entering the physical education profession. In a sense this is somewhat of a gate keeper role in that inservice teachers don't want to see the profession tarnished by individuals who choose to behave in a manner counter to what physical education stands for. This is a message that preservice teachers need to hear, especially as they begin applying for new teaching positions. Unfortunately, the public tends to brand a profession by those who behave in an unprofessional manner. If the image of physical educators is one of representing health-enhancing behaviors, sending this message to preservice teachers is one way of preserving the image.

Table 5

Behaviors important for beginning physical education teachers

Beginning Physical Teachers should:	
Not use illegal drugs	94%
Not drink excessively	87%
Not smoke	81%
Have current first aid/CPR certification	74%
Model physically active health-enhancing behavior	71%
Enhance health by decreasing stress when needed	70%

When looking at the activities that beginning teachers should know how to teach it is sign)ficant to note that every teacher surveyed considered fitness to be either critically important or somewhat important. Fitness was given a much higher priority over sports and games. Of those responding, 24% felt that sports and games were not critically important. Siedentop (2001) has advocated sports and games as a means for achieving fitness. This lower rating suggests that teachers are doing activities other than sports and games that are fitness related.

It is not surprising that aquatics did not receive a higher response given that many schools do not have access to pools. Given the high ratings placed on fitness activities, it is surprising that gymnastics did not fare better on this survey. Two of the fitness components, strength and flexibility, are critical elements of a gymnastics program. It would seem that teachers are missing a good opportunity to work on those fitness areas when they choose to decrease the importance of gymnastics in the curriculum. Also surprising is the high rating given outdoor activities. Fifty eight percent of those responding rated this as critically import. This

is higher than activities such as dance or track and field which are typically associated with physical education.

Conclusions

In this study, inservice teachers indicated the areas that they considered important for the preparation of preservice teachers. Teacher educators need to examine these results and evaluate the content of their preparation programs. Designing courses to explain the importance of course content to students as well as how the material can be applied to practical programs would help bridge the theory practice gap. Psychology seems to be critical in dealing with the issues faced by teachers in the field and attempts to give practical solutions to the problems of motivation and developing positive attitudes about participation would be helpful. Assessment needs to be approached from a different standpoint than merely an assessment of learning.

All of the above topics would be excellent topics for future workshops and conferences. Indiana teachers seem to prefer receiving information in this type of format rather than reading or hearing about it. These issues identified are all critical to the future of physical education. Additionally, teachers are to be commended for their stance on behaviors that will damage the image of physical educators. This message is important and should be conveyed to those wanting to enter the physical education profession.

Lastly, the authors would like to thank all those that participated in this study. By taking the time to respond to the questions on the survey, they helped advance the understanding about the content considered important in physical education. Additionally, IAHPERD is also applauded for its willingness to sponsor research of this nature.

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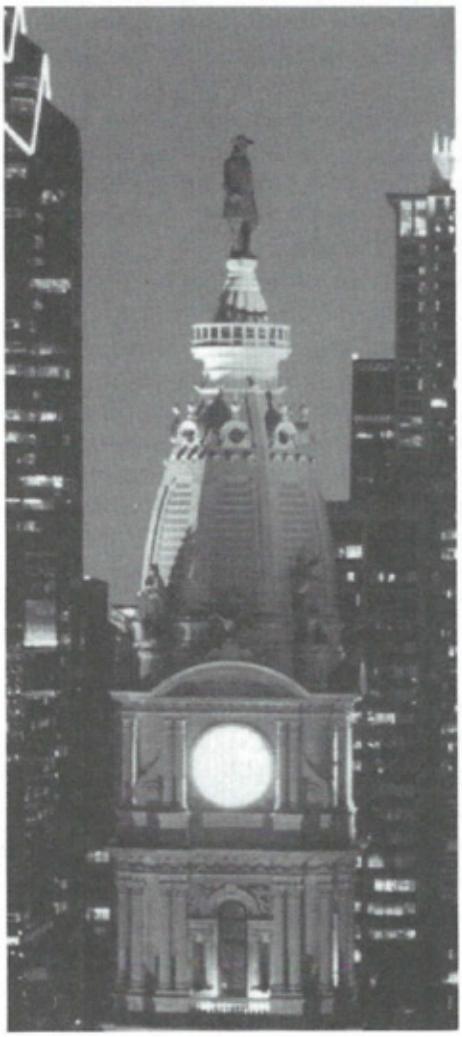

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Reprinted Article

Bleacher Safety and the U.S. Consumer Product Safety Commission's Guidelines for Retrofitting Bleachers

By Richard LaRue, DPE, University of New England

When was the last time you took a good look at the existing conditions of your bleachers? Have you experienced any failure in your bleacher operation? Have you observed/ reported any injuries that occurred as a result of some aspect of your bleachers? What do you know about bleacher safety and risk management?

The purpose of this article is to raise the level of awareness regarding bleacher safety and to introduce the U.S. Consumer Product Safety Commission (CPSC) "Guidelines for Retrofitting Bleachers" published effective January 1, 2001. A number of people are responsible for bleachers and their use: facility owners and operators (including Athletic Directors and other school officials), and parks and recreation personnel. Additionally, bleacher safety should be of paramount concern to bleacher designers, manufacturers, inspectors, and regulatory officials (A. Brown, personal communication, January 1, 2001). It is critical to note that although the CPSC has published "guidelines" rather than "standards," such documentation can have a significant impact on the establishment of a "standard of care" with regard to the determination of negligence in accidents that occur from falls off bleachers. And3 while the CPSC has clearly recommended steps to manage such risk, they acknowledge that there exist additional bleacher-associated injury risks that must be addressed3 to fully insure bleacher safety.

According to the CPSC, bleacher-associated injuries come in several categories, including:

- falling off bleachers,
- falling and remaining on bleachers,
- falling into bleachers from the playing floor,
- running into bleachers while participating in an activity,
- hitting the head3 chin, finger, etc. on the bleachers while playing or crawling under them,
- jumping off the bleachers,
- injury from being on the bleachers (cuts, splinters, etc.), and even bleacher collapse (1999).

Common bleacher hazards have also been identified and published in the Minnesota Bleacher Safety Committee's publication (1999). These hazards included:

- Unsafe gaps: gaps of more than four inches between the seatboard and footboard are considered unsafe because small children can slip and fall through.
- Unsafe guardrails: guardrails along the top and sides of bleachers that are ineffective in preventing falls through either horizontal or vertical members. Horizontal rails typically attract both climbing and standing/balancing.
- Structural problems in older bleachers that have been poorly maintained and/or have aged due to exposure to weather, overuse, or misuse.
- Lack of inspection and maintenance resulting from a failure of states/communities to enact legislation requiring safety inspections.
- Lack of professional or adult supervision regarding appropriate patron use and conduct while on or about the bleachers.
- Unregulated or "grand-fathered" bleacher facilities, either "...wholly unregulated or subject to building codes that may not address bleacher safety codes."

Managing such a wide array of possible injuries and hazards requires a risk management plan. This plan should consider the following steps: a preliminary risk analysis; bleacher repair and/or bleacher retrofitting as prescribed, the development and implementation of a plan for regular inspection and maintenance; and development and implementation of a plan that addresses user safety. Each of these steps is described in greater detail below.

Preliminary risk analysis: a thorough analysis of the bleachers beginning with structural soundness,

and including inspection of all operational components. The key to making the inspection process successful is an organizational commitment to repairing/retrofitting in the event that the bleachers do not meet applicable safety requirements, i.e., the CPSC Guidelines, standards based upon foreseeable risks, etc. The preliminary risk analysis should include representatives of the owner/operator (operations staff, maintenance staff, etc), a regulatory official (especially if certification is required by a governmental jurisdiction), and a representative(s) from the manufacturer or design professional (licensed engineer or registered architect).

Bleacher repair/retrofitting as prescribed: Once the preliminary risk analysis is complete, the maintenance staff or qualified company, should be employed to make all necessary improvements. The CPSC Guidelines should serve as one tool for addressing the bleacher-associated risk of falling off bleachers.

Development and implementation of plan for regular inspection and maintenance: The frequency of regular inspections should consider both the amount and type of use the bleachers experience. The CPSC guidelines recommend no less than quarterly inspection "to identify any structural damage or degradation that could compromise safety" (CPSC, 2001, p. 9). "Records of all incidents and injuries should be retained. This will help identify potential hazards or dangerous design features that should be corrected." The operators/maintenance managers must recognize that in the event of structural or mechanical failure, etc. the bleachers should be physically barred from use. Before bleacher use, all problems should be corrected. "Inspections and maintenance should be carried out in a systematic manner by trained personnel. Documentation of these actions, including the date and signature of the person performing them should be retained" (CPSC, 2001, p. 9).

Additionally, when developing the inspection system, the owner/operator might well consider the following four key components (van der Smissen, 2002):

- Every person on the job serves as part of the inspection team, every day;
- Each inspection utilizes a systematic checklist;
- Inspection of"critical parts" are conducted by an expert (see below); and'
- Systematic inspection includes the "external eyes" of a knowledgeable risk manager who will look to identify risks that may elude everyday inspection, due largely to familiarity.

Finally, the operators/maintenance managers should consider both the manufacturer's specifications with regard to safe operation, and the manufacturer's warranty of the bleachers (and operative mechanical features). Whenever the safe operation end or utilization of the bleachers is in doubt, prudent behavior by the owner/ operator would include contacting the manufacturer, a licensed professional engineer, registered architect and/or a regulatory inspector, to insure that any risk is managed appropriately. Some bleacher manufacturers may offer extended warranty plans and or require regular inspections to maintain their warranties. The CPSC recommends an inspection at least every two years, with written certification that the bleachers are "fit for use" (CPSC, 2001).

Development and implementation of a plan that addresses user safety: Every good risk management plan includes an educational component. Users need to be educated with regard to how they are to use the bleachers safely; staff-in-charge need to be educated with regard to how bleacher use should be supervised; and' operators/maintenance managers need to be educated with regard to how to operate the bleachers (especially those bleachers that are expandable, motorized or otherwise) and how to maintain the bleachers. Unless the responsible staff is competent in all aspects of the bleacher use/operations, the owner/operator will be at risk. Developing and implementing a plan that addresses user safety should insure against improper or unsafe use of the bleachers and manage the associated user risks.

The CPSC Guidelines

The CPSC "Guidelines for Retrofitting Bleachers" document is divided into five parts and includes an Appendix. A brief summary of the parts and appendix are included below:

- Part One: Introduction contains the purpose, a description of bleacher types, and information regarding bleacher-associated deaths, injuries, and hazards.
- Part Two: Prevention of Falls From Bleachers contains background information, recommendations for guardrails, recommendations for openings, and the rationale for the guardrail and openings recommendations.
- Part Three: Prevention of Falls on Bleachers contains only a paragraph regarding this issue.
- Part Four: General Retrofit Suggestions contains retrofit strategies retrofit considerations regarding new hazards, and retrofit planning.
- Part Five: Follow-up Retrofit Recommendations contains a summary of the CPSC retrofit recommendations.

- The Appendix: An Overview of Current Code and Standard Requirements for Guardrails and Openings in Bleachers and Guardrails contains a brief summary of regulatory code (national and international) as of April 2000. Whereas the CPSC document includes this information; inclusion is not meant to be construed as endorsement by the CPSC, in entirety or in part.

Implementing the CPSC Guidelines (To Prevent Falls Off Bleachers)

The CPSC's *Guidelines for Retrofitting Bleachers* identify both a set of recommendations for retrofitting guardrails and a set of recommendations for retrofitting openings.

Retrofitting Guardrails

For the retrofit guidelines regarding guardrails that serve as a barrier surrounding elevated surfaces, there were two key objectives: the guardrails should prohibit a child passing under or through the components of the guardrail, and the guardrails should be designed so as to discourage young children from climbing on them (CPSC, 2001).

Specific recommendations can be reviewed in the CPSC document. However, in summary:

- Guardrails should be in place on any bleacher where the top row is equal to or greater than 30 inches off the ground;
- The top surface of the guardrails should be no less than 42 inches from the "leading edge" of the elevated surface directly below, i.e., where the bench or seat rises above the surface level where the horizontal members of the guardrail are attached, the bench becomes the leading edge. If a child should stand on the seat and not the surface the seat rests on, the child may be some six inches or so higher than if they stood on the top surface;
- Nowhere in the guardrails should a 4inch (diameter) sphere be able to pass through;
- Guardrails should discourage climbing in one of three ways:
  1. Use only vertical members as in-fill between the top and bottom rails.
  2. If there are openings in the in fill that could provide a foothold for climbing, the widest measurement of the opening where the foot could rest should be limited to a maximum of 1.75 inches. Opening patterns that provide a ladder effect should be avoided [sic: once a person's center of gravity rises above the top member, the potential for tumbling over the rail is and additional risk].
  3. Where visibility would not be significantly impaired, use solid members (CPSC, 2001, p. 5).

Retrofitting Openings

For openings that are present, particularly between the components of the seating, there was one primary goal: to limit the size of the opening:

> "Any opening between the components in the seating, such as between the footboard3 seatboard, and riser, should prevent passage of a 4-inch sphere where the footboard is 30 inches or more above the ground and where the opening would permit a fall of 30 inches or more" (CPSC, 2001, p. 6).

Consideration for Other Changes Not Detailed in the New Guidelines

The CPSC retrofit guidelines only briefly address preventing falls on bleachers. Specifically, the CPSC states the importance of meeting some of these safety concerns while concurrently retrofitting for falls off bleachers. Below are some additional risks, worthy of consideration and management

Bleacher Access and Egress

- aisles where steps (minimum of two per row of seats) with non-skid surfaces are clearly marked3 the walkway is identified and solid handrails are utilized to assist users with balance and movement up and down; and where by enforced policy or code, the steps cannot be blocked or used as additional seating. Aisle width and immediate access whenever possible to off court/field exits (outside) or outside exits (indoors), thereby allowing emergency response to severe weather, etc. (outdoors), or fire, etc. (indoors). [Avoiding injuries from falling and remaining on bleachers.]

Bleacher Condition

- inspection and maintenance that insures structurally sound bleachers that meet or exceed maximal load-bearing requirements, are mechanically operational, and that have smooth continuous surfaces free from splintering, rusting or pinching parts. Whenever appropriate, sharp edges, etc. are also padded to protect both the user and others. [Avoiding injuries from falling into bleachers from the playing floor; avoiding injuries from running into bleachers while participating in an activity; avoiding injuries from being on the bleachers (cuts, splinters, etc.), and even bleacher collapse.]

Bleacher Operation

- when telescopic in design, the bleachers should be fully functional, i.e., mechanical or manual methods of moving the bleachers in-and-out should be in excellent working order. Ground anchoring should be utilized with portable, movable, or temporary bleachers to avoid accidental movement or instability. [Avoiding staff injuries

while attempting to move the bleachers in-and-out; and, avoiding injuries from bleacher tipover.]

Bleacher Signage

- safety signage that directs users to access and egress bleachers in appropriate places and identifies all points where caution should be exercised. Signage should inform users of those policies that will be administered by staff, e.g., behaviors not allowed (~umping off of bleachers, crawling or playing under bleachers, etc.), and emergency procedures. [Avoiding injuries from hitting the head3 chin, finger, etc. on the bleachers while playing or crawling under them; and, avoiding injuries from jumping off the bleachers.]

Retrofit Strategies

The CPSC guidelines include diagrams that can assist in fully comprehending the nature of the specific risks identified in their document. Further, the CPSC recommends use of rigid materials to close the openings between seating components. And3 as noted above, the use of solid members on guardrails was encouraged when visibility would not be sign)ficantly impaired (CPSC, 2001).

Because bleachers are designed to be used3 some heavily, retrofitting work should be carried-out by individuals who are professionals in construction or maintenance. This should not be a situation where the owner/operator attempts to save some money with a "do it yourself" job.

Retrofit Considerations

The CPSC guidelines acknowledge that both the construction and operation of bleachers vary widely and suggest that "the current structure and condition of the bleachers, as well as their environment, will dictate the appropriate materials and methods" for retrofit solutions. Retrofit materials and methods selected "should prevent the introduction of new hazards, including possible tipover or collapse of bleachers due to improper structural loading of the retrofit hardware onto the bleachers.... All retrofit solutions should be designed to the dead load, live load, wind load, and sway load requirements of the governing building code" (CPSC, 2001, p. 8).

Accessing the CPSC Guidelines

The CPSC "Guidelines for Retrofitting Bleachers can be downloaded for free from their web site at: http://www.cpsc.gov The steps to follow include:

1. log onto the website at: http://www.cpsc.gov
2. click on Library (FOIA) button
3. click on CPSC Publications button
4. under Find Publications click on By Specific Subject
5. scroll down and select Bleachers and click on Find button
6. click on Guidelines for Retrofitting Bleachers and Adobe™ Acrobat Reader 4.0 (or newer) will open this PDF document in your browser: http ://www.cpsc. gov/cpscpub/pubs/330.pdf

Bleacher Safety - What's the Risk?

With all the other safety issues to worry about, why should you be concerned about bleacher safety? In reality, what are the risks? How about "running the numbers...?

Falling Off Bleachers: the United States Consumer Product Safety Commission (CPSC) has clearly identified guidelines for retrofitting bleachers (CPSC, 1999) to address falls off bleachers. "In 1998 there were an estimated 19,200 bleacher-associated injuries to people of all ages treated in hospital emergency departments" (CPSC, 1999, p.1). Between 1991 and 1998 the number of injuries ranged from 22,300 to 17,100 with an annual average of 18,700. Of the estimated 19,200 bleacher-associated injuries in 1998, some 11,100 (57.8%) were reported to have involved falls, with 4,400 (22.9%) involving a fall off of or from bleachers (CPSC, 1999).

Other Bleacher-Associated Injuries: The bleacher-associated injuries, not addressed by the CPSC Guidelines include the following: falling and remaining on bleachers; falling into bleachers from the playing floor; running into bleachers while participating in an activity; hitting the head, chin, finger etc. on the bleachers while playing or crawling under them; jumping off the bleachers; and cutting oneself on the bleachers, etc. (CPSC, 1999). Again, of the estimated 19,200 bleacher-associated injuries in 1998: falling and remaining on or falling into bleachers accounted for 6,700 (34.9%) reported hospital visits. The balance of the 1998 bleacher-associated injuries were estimated at 8,100 hospital visits. Therefore, approximately 14,800 (77.1%) bleacher-associated injuries in 1998 would not be addressed by the CSPS Guidelines.

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Reprinted Article

Implementing Critical Thinking Skills in Health Education

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INTRODUCTION

The more involved a student is in the learning process, the more likely that student will not only remember the information, but understand and utilize the information appropriately in the future. This requires the learners to be actively engaged in constructing their own knowledge. "The research documenting the power of active learning in fostering students' cognitive and affective growth is substantial," (Johnston & Cooper, 1997, p 2). Therefore, it makes sense that teachers should structure learning experiences that require high student involvement, rather than merely memorizing and regurgitating presented information.

This article focuses on critical thinking in regard to stimulating the cognitive processes of the students in health education classes. Strategies for health education teachers to actively engage their students in the learning process are suggested. A five phase approach (define, research, analyze, apply, create) for implementing critical thinking into health education is presented based upon Bloom, et al's (1956) taxonomy. Included in a table format are potential activities and key words for identifying behavioral objectives as they apply to each of the five phases (see Table I).

Student involvement in the learning process refers to the students actively participating in all aspects of the learning process, from cognitive representations and fundamental decision-making, to problem solving, synthesis, and creation of new information. "By purposefully focusing students' attention on the decisions necessary for successful performance, teachers may be able to enhance students' skill learning" (Schwager & Labate, 1993, p 25). Effective decision-making requires the students to process the available information, analyze all relevant factors, make decisions, and finally test these judgments. Actions such as decision-making, problem solving and synthesis of information are major components of critical thinking.

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CRITICAL THINKING

Critical thinking has been defined in many ways. In addition to the words cited previously in conceptualizing critical thinking, action words such as questioning, judging, inferring, justifying, testing, and assessing are frequently incorporated in the definition. "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven & Paul, 1992, ¶ 1). Critical thinking activities redirect the learning emphasis from the final product to the skills and strategies (processes) that are being utilized to reach an end point. The product may still be important, but the emphasis is directed toward 'how to' arrive at the outcome, rather than the outcome itself.

The purpose of the critical thinking approach is to develop skills and strategies important for enabling the students to conf idently continue to learn in a variety of situations in the absence of supervision and guidance. Utilizing such an approach promotes student independence, self-esteem and confidence (Ocanesy, Chepyator-Thomson & Kutame, 1992). Guided discovery, problem-solving, and exploration learning are teaching approaches that center on the student as a critical thinker. Critical thought is a skill universally important to all subject areas and aspects of life. It "is

fundamental to, if not essential for, a rational and democratic society" (Facione, 1990, pl2). Being able to analyze situations utilizing a logical sequence of strategies, then successfully determining an answer or making an informed decision allows individuals to function effectively in a variety of contextual situations.

With so many gimmicks and fads being advertised and promoted within the heal]th field, the need for discerning consumers is increasingly important. Utilizing critical thinking approach will greatly assist in developing skills that will enable the students to determine which concepts and approaches to health are viable and pertinent and which ones are not. For example, are claims of losing 10 pounds in 24 hours both possible and healthy? A student exposed to a critical thinking approach could logically analyze such claims and make an informed decision regarding its validity.

TEACHER'S ROLE

Like any skill, critical thinking needs to be taught and learned. Developing critical thinking skills generally requires the teacher to implement a more dynamic and interactive classroom environment. Instead of being the information provider, the teacher will fulfill the role of guide or facilitator of learning. The teacher, thus, relinquishes many of the responsibilities to which s/he are typically assigned. The students will be responsible for obtaining, generating, and synthesizing the information and skills related to the unit and lesson topic. Subsequently, the students have much greater control (see student's role) of the learning process with prompting and direction from the teacher.

Initially critical thinking lessons will appear to be somewhat unstructured and confusing. The key component in helping students transition to a critical thinking learning approach is the provision of clear guidelines and protocols to follow during each activity. It is essential that these guidelines are matched appropriately to the students' capabilities. The students should practice following these instructions and protocols to ensure clarity of the individual requirements. These protocols are a step-by-step approach to completing assigned tasks, addressing strategies for engaging in the task, sequence to follow, how resources are accessed, how to determine successful task completion, and how to record efforts.

To guide the students through the learning process, the teacher should develop a sequence of thoughtfully constructed questions, activities, and/or problems. The students tackle each question and or problem in sequence, building upon each answer as they progress toward the desired outcomes. If a student is moving in an undesirable direction, the teacher should utilize questions, analogies and the like, to redirect his or her thoughts toward the desired outcomes. Again, the teacher must be patient and resist giving the answers, forcing the students to examine and interact with each component of the learning process.

The students can be organized as individuals, pairs and or small groups of three to four. Whatever the organization, it is important to incorporate individual student accountability for each step or sequence to ensure that all students contribute to the whole. As the students actively engage in the learning process they are forced to make numerous decisions regarding the content (what to do) and context (who will do it and how to do it). The more involved the students are in the learning process the more connections or links the students will make with existing memories, and therefore, the more likely that the new learning will be easily recalled when needed.

Therefore, the teacher has several unique roles to fulfill. First, the teacher must clearly frame the problem or situation for the students to direct their thoughts and efforts. Second, the teacher presents the sequenced questions/problems to be solved. During this process, it is imperative that the teacher remain patient and allow the students to identify solutions Teachers should design activities to foster the various critical thinking skills (see objective behaviors, Table 1.) requiring more time to process, analyze, critique, and formulate solutions. Third, if the students appear to be stuck on a particular progression/task, the teacher should utilize prompts and questions to either redirect or diversify student thinking to guide the learners toward the desired outcomes. Finally, as the students work on assigned tasks, the teacher collects assessment data focused on student progress, choices made, and reasons for his or her decisions.

STUDENT'S ROLE

Initially the students will be adapting to the critical thinking approach and the normal growing pains of learning anything new will be evident. It is important to have clear guidelines and protocols for the students to follow. As seen in Table 1, the students should first define the key terms, then gather information about the topic or problem. Once these tasks have been completed, the students will begin to analyze the stated problems utilizing the garnered information and identify and justify conclusions/answers. Often this will lead to the testing of hypotheses (application) and perhaps a refinement of the conclusions. As the

Table 1: A Five Phase Approach to Critical Thinking in Health

PHASE	POTENTIAL ACTIVITIES	OBJECTIVE BEHAVIORS GUIDE
1. **Define** (foundation)	-flow charts, sequencing -clarifying and defining key terminology -write in own words, analogies	define, complete, describe, identify, list, match, name, select, state, illustrate, explain, sequence, group
2. **Research** (foundation)	-information gathering from a variety of sources -locating text, newspaper, research, journal data - interviews, surveys, questionnaires -diagrams, tables, photographs, diagrams -information webs, summaries	locate, gather, describe, explain, organize, group, discover, document, illustrate, select, summarize, outline, collect, compile, generate, arrange, sequence
3. **Analyze**	-information webs, organizing gathered data -basic statistics (%, means, groupings, etc) -identifying pros and cons -determining relevance, pertinence and outcomes - debate, comparisons, testing -cause and effect, if...then matching, delineating -goal setting, identifying all possible solutions	analyze, classify, compare, contrast, discriminate, delineate, summarize, organize, categorize, generate' explain, outline, differentiate, compile, rank, validate, conclude, compute, calculate, tally, measure, construct, decipher, discern, debate, illustrate, characterize, sequence, arrange, critique
4. **Apply**	-identifying possible solutions and interventions -testing, re-testing ideas and potential solutions -complete the scenario, role plays -transfer to novel situations, practice -transfer to like situations with different constraints -behavior modification implementation -school or community projects	apply, demonstrate, perform, modify, plan, generate, revise, use, utilize, test, compile, rewrite, paraphrase, debate, develop, deduce, estimate, adapt, combine, construct, compose, produce, design, document
5. **Create**	-forming new ideas, strategies, solutions -identifying and clarifying new problems -brochures, web pages, posters & booklets -advocacy skills -goal setting, presentations -role plays, stories, artistic endeavors -identification of varying points of view -ability to debate from several perspectives -functioning in the abstract -utilizing a theoretical perspective -construction and facilitation of research	predict, create, infer, assess, interpret, validate, test, synthesize, design, generate, reconstruct, produce, support, appraise, compare, formulate, relate, experiment, conclude, modify, redesign, revise, debate, develop, deduce, estimate, discover, compose, construct, adapt, integrate, combine

students learn problem solving strategies and expectations, their speed in organizing and completing tasks will increase dramatically.

With this approach the students are much more responsible for their own learning. They are attaching personal meaning to their efforts because they are highly engaged in its creation. Utilizing prior knowledge and information gathered during the process, the students begin to construct new knowledge and new perspectives, and attach new meanings to these perspectives. Therefore, the students will have multiple roles to fulfill, but will be primarily problem-solvers. After the problem is solved they will transition from information gatherers to problem-solvers and then evaluators of their initial solutions. Finally, via discussion and re-analysis, the students will refine their solution(s) and perhaps create new problems and solutions.

Once the students become comfortable with this approach they can begin to participate in planning learning experiences. The teacher could state a problem, asking the student groups to devise a detailed and sequenced plan for solving it. This planning may extend into the number of lessons required, what will be completed each lesson and even how the task and student efforts will he assessed. /\ class discussion would refine the plan before it is implemented.

ASSESSMENT

Whatever the format of assessment, it is essential that the assessment instrument match the stated objective(s) and the objective domain (cognitive, affective, psychomotor). Obviously. the assessment focus for critical thinking is on the process. Therefore, forma-

tive assessment formats will be predominant, although summative data can add rigor and validity to assessment conclusions. Assessment data should he generated from a variety of sources including the teacher. peers, and the individual student.

Examples of data that could be gathered inch~de decisions made, paths taken to a solution, reasons for particular decisions, if-then choices. number and relevance of the proposed solutions, and creation of viable alternatives. Checklists, rubrics, journals, cognitive and process maps identifying path(s) to the conclusions, written answers and solutions, presentations, papers, discussion groups, identification of appropriate alternative applications (transfer), debates, models, peer-evaluation check sheets, and applications of solutions can produce rich data on what critical thinking skills are being utilized and how these skills are being utilized. Individual and group efforts should be reviewed, discussed, and shared to further expand the learner's perspectives and thought patterns.

POTENTIAL BENEFITS

There are several benefits for both the teacher and student when utilizing a critical thinking approach. As the students adapt to this approach, the teacher will have fewer managerial responsibilities to fulfill, since the students are becoming more independent and responsible for the learning process. The teacher is now free to interact with students regarding learning strategies and content. From a student perspective, this approach encourages uniqueness, creativity, and originality. Students can select ways to solve problems that best suit their personal styles, interests and knowledge base. Students are able to progress at their own pace/level and, therefore, increase the developmental appropriateness of the learning experience. Additionally, it is very rewarding for both the students and teachers to learn and grow together, generating new ideas, perspectives, and ways to learn. Collaboration is an important goal in the development of independently functioning citizens who are able to make thoughtful and informed decisions about themselves, others, and their environment.

APPLYING CRITICAL THINKING TO HEALTH EDUCATION

A simple example of a critical thinking approach can be illustrated in a unit on nutrition (see Table 2). There are numerous diets being promoted by various organizations and experts. The class could be divided into pairs or small groups and be assigned a particular diet (e.g., the food pyramid' the Zone, the Atkins, Sugar Busters, Fit for Life, Weight Watchers, etc.). The teacher and students should frame and define the problems to be solved. "For this project you will need to identify why people diet and which diets best fit these goals." A class discussion could generate a set of generalized goals and objectives of diets and the people following them (e.g. lose weight, gain weight, avoid disease, improve health, limit the effects of disease, etc). First, the students would define key terms and concepts related to nutrition and dieting. Second, each group would be required to summarize the guidelines, theoretical background, and research behind the assigned diet. Third, the students would analyze their assigned diet in regard to each of the generalized objectives of diets and the people using them, determining which goal best suits their particular diet strategy. The students would consider long-term outcomes and match these to the strategies used by the designated diet. Finally, the students would produce a brochure, poster, and/or presentation summarizing their findings and recommendations to the class and display them for the rest of the school to discuss. Students could also select a diet and test the diet documenting their nutritional intake, physical activity, hunger and energy levels, and the way they feel during the day.

Numerous activities would emerge from these summaries to further develop each student's knowledge and understanding of nutrition such as diet comparisons and scrutiny of diet claims (see Table 2). Students could select components of the diets analyzed and create their own nutritional plans. Goals, predicted outcomes and theories behind the strategies incorporated into these new plans should be designed. The students could construct strategies to promote or sell their new diet to their classmates. A variety of methods could be utilized to report each student's findings and be shared and compared with other classes and students. These reports may stimulate further discussions, research, and learning on nutrition and related areas.

The above example illustrates a simple approach for engaging students cognitively in health education classes. The students progressed through the five phases of critical thinking, (defining, researching, analyzing, applying, creating) actively participating in all aspects of the learning process, from cognitive representations and fundamental decision-making, to problem solving, synthesis, and creation of new information. The students were utilizing skills and strategies that will enable them to continue to solve problems and make informed decisions in the future.

This article proposes a five phase teaching guide

Table 2: An Example Approach - Diet Analysis

PHASE	POTENTIAL ACTIVITIES	OBJECTIVE BEHAVIORS GUIDE
1. Define (foundation)	-what is a diet, etc. -clarifying and designing key terminology -why people diet/goals	define list, state illustrate, explain, sequence, group
2. Research (foundation)	-summarizing text, newspaper, research, journal data on designated diet -compiling research data -diagrams of nutritional plan/consumption -flow chart of diet schedule	describe, explain, organize, summarize, outline, compile arrange, sequence
3. Analyze	-identifying pros and cons based upon diet goals -determining long-term outcomes -within group debates of strengths/weaknesses -matching, delineating diet strategies and goals	analyze, classify, compare, delineate, differentiate, differentiate, rank, validate, conclude, debate
4. Apply	-design and develop a brochure/presentation -utilize these to guide diet testing -test and re-test diet(s) of choice for a month -share projects with rest of the school	generate, utilize, test, compile, develop, design, document
5. Create	-create new diets and/or strategies -set diet and nutritional goals -predict outcomes and justify these predictions -construct strategies to promote and advocate new diets -construct and research and assess these new diets	predict, create, assess, validate, test, design, experiment modify, redesign, estimate, construct

(see Table 1.) for sequencing and organizing the planning of a unit of instruction and subsequent lessons. Each phase represents a higher order of processing and utilization of the information. All phases may not necessarily be addressed. Unit objectives will be developed from the analysis, application and/or creation phases of the teaching guide. Lesson objectives will emerge from each phase in sequence as students progress toward unit objectives. A series of progressions/problems are developed for each phase, leading the students toward a more in-depth interaction with the unit content.

Table 1 has numerous behaviors that may be linked to each phase of the five step approach. These are to be utilized individually or with other behaviors to guide planning and assessment. As teachers assess students these will be the focal behaviors upon which they will be concentrating. These lists are not exhaustive. Additionally, the article provides an sample utilization of the guide for a nutrition unit (see Table 2).

Critical thinking is a student-centered and student generated approach. The students are highly involved in constructing their own understanding of the topic, by informed decision making, analysis, problem solving, application of skills, strategies and knowledge, and creation of new information based upon what is being learned in the classroom. The teacher guides the students, first by framing the project/problem and second, via prompts and questions to direct them toward the desired outcomes. It is essential that the students follow a set protocol to ensure that each component of the whole is completed in sequence to increase the likelihood of success. The students will not only learn the content, but how to generate new ideas, develop logical judgments and decisions based on the available evidence, ask appropriate questions, and encourage creative and alternative ideas and perspectives.

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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 renumeration can be offered. Authors receive one complimentary copy of the issue containing their article.

TECHNICAL SUGGESTIONS

Style. Material should be presented consistently through... 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."

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

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Address. Materials for Journal review should be mailed to:
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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 Urtel, Nominating Committee Chair, at murtel1@iupui.edu. For additional information, go to the IAHPERD website at www.Indiana-ahperd.org, click on About, Constitution, Operating Codes, and scroll down to the leadership position of interest.

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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

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