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Indiana Association
for Health, Physical
Education, Recreation
and Dance

Active Lifestyles:

Changing the Shape of Indiana

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Contents

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Message from the President

Active Lifestyles: Changing the Shape of Indiana

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Greetings to all members of IAHPERD!

The changing of the seasons, the warm temperatures and bright sunshine bring energy and vitality to our world. It is natural that activity levels increase and that opportunities for participation in a great variety of recreational, expressive, and competitive activities abound. Active lifestyles DO CHANGE the shape of Indiana. Lets keep looking for ways to encourage and enable our student, clients, friends and family to be active, be healthy and be fit.

IAHPERD is doing some exciting things with and for the membership. Since the last journal edition, we have completed a successful Leadership Conference at McCormick's Creek State Park. The Convention Planning Team has laid the groundwork for a terrific state convention. Mark your calendar for November 6-8, 2003 and come to Indianapolis. There will be over 100 programs, vendors from book companies, sports equipment, agencies related to HPERD, superstars competition, awards programs and lots of take-home information. Meet JoAnne Owens-Nauslar, a powerful motivator who has just completed her term as President of AAHPERD. Attended sessions from adapted activities to warm ups for games, plus Actions for Healthy Kids, soccer basics, tap, funk and jazz dance, pedometer use, computer technology, swimming, elementary games galore and much more. We hope that there are programs suited to all levels and areas of interest in HPERD. This year's theme: Active Lifestyles: Changing the Shape of Indiana.

Congratulations to Jan Miller for a well-received regional program in Connersville. Included in that gathering were sessions on Indiana Standards for Physical Education and Health, Grant Writing with Lana Groombridge and Dance with Paige Craigie. Participants went home with lots of information, new dances and the encouragement to apply for grant dollars. Watch for other regional workshops to come. In August, Susan Flynn and Carole DeHaven will be hosting a gathering at Purdue centering on ways to incorporate technology, becoming an exemplary program, fitness fun... and always dance!

In April, elementary, middle, and secondary school students participated in statewide contests aimed at helping them to promote and participate in active lifestyles. The K-5th grade students participated in a poster contest, illustrating with their own ideas how they could be active and healthy. Middle school students created bumper stickers promoting the same. High school students were asked to create a game or activity that promoted fitness and to film it. All winning entries in all will be available for viewing at the convention in November. Come see the clever pictures, sayings and activities invented by our Indiana youth. They are great!

Shape Up Indiana! That is the message that 5th graders will take home with them when they come to Indianapolis on May the 7th to participate in a statewide celebration of ACES Day (All Children Exercising Simultaneously). This is the inaugural year for a new fitness fest for elementary students encouraging participation in a wide variety of fun activities. It is a collaborative effort with 5 state agencies including the DOE, NIFS, the Firebirds and the Indiana Governor's Council for Fitness and us! Farm Bureau is a sponsor. Kickboxing, obstacle course, dance and crazy fitness stations will fill the time together. There will be visits from the Firebirds and Ice mascots. Students will be entertained by the Airborne Acrobats and the IUPUI Dance Troupe. Our 5th graders will be the ambassadors back to their communities conveying enthusiasm for an active, healthy lifestyle.

The summer months are not down time for our IAHPERD leadership. Dave Anspaugh and Elise Smith are spearheading a group to develop advocacy and marketing efforts on behalf of the association. Brainstorming of new member services, perks, benefits are being discussed. Experts and successful models of lobbying legislators for HPERD initiatives are being consulted and studied. Position statements on the benefits of health, daily physical education/dance and regular recreational activities and athletics are being rewritten. Next academic year we hope to storm the Indiana Capitol and talk with our representatives about the importance of healthy, active lifestyles for Hoosiers and ho)' our profession (with the collaboration of others) can help achieve those goals.

There's more! Nikki Assmann is working with a consultant to redo the IAHPERD webpage. Our hope is to increase communication with our members in the electronic media. Online registration for IAHPERD events can occur, links to other HPERD sites can be cited and IAHPERD programs and service can be advertised. Finally, some of our long-term efforts continue to benefit our membership. Jump and Hoops for Heart events bring income to cardiovascular disease research and into our association. Thanks for hosting events in your schools! The Awards Committee has scoured the state for nominees and will honor persons in all, but one, category of IAHPERD recognitions and awards. IAHPERD has budgeted $8,000 in mini grants awards, $10,000 in Jump/Hoops incentives and $8,000 in scholarship dollars for deserving schools and persons. Check the guidelines and apply!

Lots IS happening in IAHPERD! Thanks to our Board of Directors and many committee members who are giving time and leadership to association interests, programs, services and events. There is room for you! Please join in efforts to promote our profession in a way that incorporates your talents. It can be as simple as spreading the word about a program or as involved as volunteering for a project. The association is as strong and helpful as those who choose to participate.

There will be lots more to tell in September. Have an active spring and summer. We can change the shape of Indiana.

NOTIONS From YOUR EDITOR...

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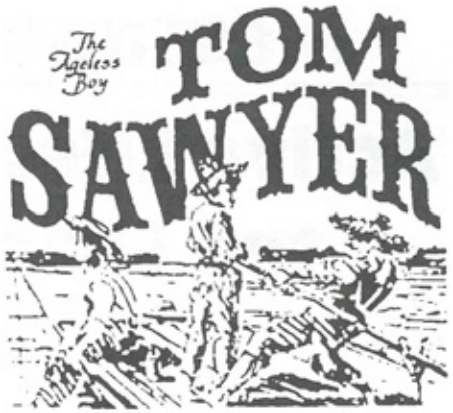


Torts, Negligence, Duty, and Sports Injuries

Jaworski v. Kiernan
Supreme Court of Connecticut
696 A.2d 332; 241 Conn. 399
June 17, 1997

reprinted with permission JOPERD, April 2003

The South Windsor, Connecticut, recreation department sponsors an outdoor, coed soccer league for adults. During a game on May 16, 1993, the defendant, Harry Kiernan, made contact with the plaintiff, Cynthia A. Jaworski, while she was shielding the soccer ball from the opposing team so her team's goalie could retrieve it. As a result of the physical contact, the plaintiff injured her left anterior cruciate ligament, which caused a permanent, 15 percent disability to her left knee.

The Complaint

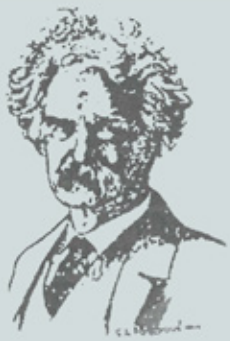
The plaintiff brought two counts against the defendant. First, she claimed that the defendant failed to exerc ise due care and that his conduct was negligent and careless in that the defendant "hit" and "tripped" the plaintiff from beh ind and chal lenged a female player, both in violation of league ru les. Second, the plaintiff al leged that the defendant's conduct was wanton and reckless. The defendant moved to strike the plaintiff's negligence count claiming that a participant in an athletic contest is, as a matter of law, not liable for a coparticipant's injuries sustained as a result of simple negligence during game play.

Trial Court's Judgment

The trial court held for the plaintiff on the first count, finding no comparative negligence attributable to the plaintiff. On the second count of the plaintiff's complaint, the court determined that the defendant was not reckless. The defendant appealed the court's judgment on the first count.

State Supreme Court's Findings and Judgment

The sole issue in the appeal was what duty of care the defendant owed to the plaintiff. In determining whether or not a participant owes a fellow athlete, whom he or she has injured, a duty, the court's considerations include (1) the normal expectations of participants in the sport in which the plaintiff and defendant were engaged, (2) the public



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

—Mark Twain

policy of encouraging continued vigorous participation in recreational sports while taking into account the safety of participants, (3) the avoidance of increased litigation, and (4) the decisions of other jurisdictions. The court's first step in analyzing whether a duty exists and the extent of the defendant's duty is to determine the foreseeability of the plaintiff's injury (i.e., whether the defendant, knowing what he knew or should have known, could have anticipated the harm that resulted from his action). Understanding that the attempt to gain possession of the soccer ball or to prevent a player from gaining possession of the ball could cause an injury to either or both players, the court concluded that the plaintiff's injury was foreseeable. The court said that "when competitive sports are played it should be expected that a participant's main objective is to be a winner, and that participants will play with enthusiasm." The court recognized that players in their enthusiasm may commit inadvertent rules violations, from which injuries may result. The court held that a "participant in a contact sport owes duty to other participants to refrain from reckless or intentional conduct, with proof of mere negligence insufficient to create liability," and that the defendant in this case "owed duty only to refrain from such conduct even though his actions which led to injury violated league rules." In explaining its decision, the court said "that the reckless or intentional conduct standard of care will maintain civility and relative safety in team sports without dampening the competitive spirit of the participants." The majority of jurisdictions addressing this issue have chosen to adopt either reckless conduct or intentional conduct as the standard for determining liability for injuries that occur during athletic competitions. As a matter of policy, it is appropriate to adopt a standard of care by imposing a legal duty to refrain from IBS reckless or intentional conduct. The court reversed the judgment on the first count and remanded the case with the direction to strike the first count of the plaintiff's complaint.

Definition of Terms

Duty – An obligation, to which law provides recognition and effect, to conform to a legal standard of reasonable conduct in light of apparent risk.

Foreseeability – The threshold inquiry in determining the existence of duty is whether specific harm alleged by the plaintiff was foreseeable to defendant. The ultimate test of the existence of duty, to use care, is found in the foreseeability that harm may result if care is not exercised. The test is whether an ordinary person in the defendant's position, knowing what he knew or should have known, would anticipate that harm, similar to what the plaintiff suffered, was likely to result.

Risk Management Tips

IBS The following risk management tips are suggested:

- Directors of recreation departments that offer contact sports should consider adding the following statement to their release forms: "If you are injured by another participant while participating in a contact sport, you can file a suit against the coparticipant only for reckless or intentional conduct and not for negligence."
- Establish safety rules, such as the one used by the South Windsor Recreation Department: "No male player may challenge a female player, however, he may 'post up' if more than six feet away at the time of possession. In the event of an infraction, the female player will be awarded a direct free kick." Another rule used by the South Windsor Recreation Department is also worthy of consideration: "Any male player who is called for challenging a female player twice during the course of a game may be charged with unsportsmanlike conduct and awarded a yellow card."
- Require all players to wear appropriate protective equipment.
- Train officials to be concerned about the safety of female participants who are involved in coeducational team sports.
- Require all participants to attend a safety seminar for each contact sport to emphasize the safety rules regarding coeducational play. Have the participants sign a document indicating that they have attended the seminar and understand the risks involved in this activity.
- Require all participants to sign a waiver form.

Disclaimer

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

State of the Profession

NATIONAL CENTER FOR CHRONIC DISEASE PREVENTION AND HEALTH PROMOTION

NUTRITION & PHYSICAL ACTIVITY RECOMMENDATIONS

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While browsing the web for information on obesity in children, I linked into the CDC site for Nutrition and Physical Activity. Listed under the report's recommendations is a list of links that CDC provides for non federal agencies which focus on this problem. Below are listed some of those links.

PHYSICAL ACTIVITY
- Physical Activity Evaluation Handbook
- Effective Population-Level Strategies to Promote Physical Activity
- Physical Activity and Health: A Report of the Surgeon General
- Promoting Better Health for Young People Through Physical Activity and Sport
- Promoting Lifelong Physical Activity
- Promoting Physical Activity: A Guide for Community Action
- Active Community Environments
- National Blueprint: Increasing Physical Activity Among Adults Aged 50 and older

HEALTHY EATING
- Dietary Guidelines for Americans
- Food Guide Pyramid
- 5-A-Day for Better Health

OVERWEIGHT AND OBESITY
- The Surgeon General's Call to Action Report
- Clinical Guidelines on the Identification, Evaluation, and Treatment of Overweight and Obesity in Adult
- Voluntary Guidelines for Providers of Weight Loss Products or Services

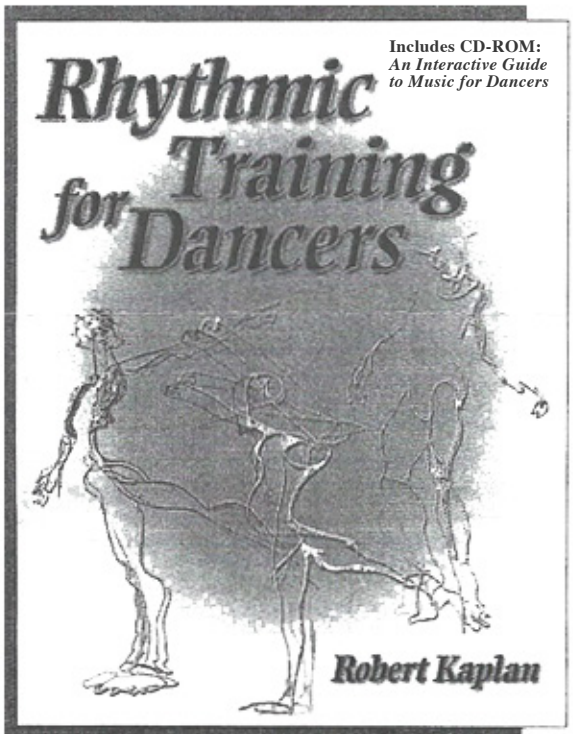
One of the programs under related information links I found particularly interesting was KidsWalk-to-School. This program is a component of CDC's State-based Physical Activity Initiative. This could be something your community could undertake.

You can find information about this program in a report to the President fom the Department of Health and Human Services and the Department of Education (2000). The report is entitled National Strategies to Promote Walking and Bicycling to School.

The purpose of the program is to "enable communities to develop and promote the use of safe, well-maintained, and close-to-home sidewalks, crosswalks, bicycle paths, trails, parks, recreational facilities, and community designs featuring mixed-use development and a connected grid of streets."

CDC's KidsWalk-to-School Program goals are:
1) To increase opportunities for physical activity by encouraging children to walk and bike to school in groups accompanied by adults.
2) To encourage communities to build coalitions to create an environment that is supportive of safe walking and bicycling to school.

For more information call:
ccdinfo@cdc.gov
www.cdc.gov/nccdphp/dnpa/kidswalk



2002 • Paperback • 272 pp

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INVITED ARTICLE

Does the future bring rapid changes in industry standards?

Leland Yarger, Coordinator of Aquatics
School of Physical Education
HP 218
Ball State University

The field of aquatics has seen technology changes in the past 5 years unlike any since CPR was introduced. Lifeguard training agencies are embracing Automated External Defibrillators (AED's) and Oxygen Administration (O2). In 2001 the American Red Cross introduced modules containing training in both AED and O2. As of January 1, 2003 the YMCA has mandated Lifeguards to have O2 training prior to working. Many facilities are in talks with Poseidon Technologies (a business unit of Vision IQ) to install "The Lifeguards Third Eye", a new drowning detection system.

The Poseidon system uses a computer linked to a series of cameras and literally "Sees" a person in trouble. Once the system recognizes a potential drowning it sets off an alarm alerting lifeguards to the area in question. The system is claimed to be about 97% accurate, and as the company claims: "the cameras never blink".

Poseidon Technologies is very out-spoken that this system does not replace lifeguards, it enhances their abilities to save a life. The system can't make rescues, that is what the lifeguards are for.

For those of us that have worked around aquatic facilities and fully understand the potential for disaster that looms every moment the pool is open, the installation and cost of this unit is a no brainer. With the price tag for a typical 25 yd, 4' to 10' pool being between $75,000–$150,000 it is a major initial expense. Poseidon can set up a payment plan in many cases that helps spread
out the cost. Even with this amount of money it is relatively small when you consider the alternatives:

1. A child has a severe accident and goes unnoticed in the crowded pool,
2. A participant drowns and you must tell the parents,
3. With lawsuits and settlements ranging from a few hundred thousand to many millions,
4. Install the detection system, properly staff the pool and show the public we did our best.

Using technology available to us is the right thing to do. It helps us preserve our good name, organizations name and our personal reputation. Around the aquatic facility the "Right thing includes":

A. Hire qualified lifeguards and have them on duty when ever the facility is in use,
B. Insure that Instructor's / Teacher's that teach water skills are WSI certified,
C. Have all the tools on hand that make the lifeguards rescues successful,
D. Provide prevention tools like the Poseidon system to reduce the potential for deaths,
E. Secure the facility when it is not in use.

Using all of the technology available to management is not an option. Deaths at aquatic facilities are not accidents, they are foreseeable, preventable injuries. If the options are too expensive, ask yourself, what is a life worth? What is piece of mind worth? Who will tell the parents that their child died in your facility?

Good things happen when we do the right thing:

A. Hiring guards create additional entry level jobs for the community,
B. Teacher's / Instructor's understand water safety practices and teach kids lifelong skills.
C. By insuring that facilities are properly equipped, they are less likely to experience a catastrophic incident.
D. By installing prevention systems, parent's, educator's and administrators have piece of mind that the best possible care was provided even if there is an incident.
E. Public relations are boosted and the potential for serious financial loss is reduced.

REVIEWED ARTICLE

An Assessment of the Fitness Levels of First-Semester College Students

Nikki Assmann and Arlene Ignico
Ball State University

Introduction

Representatives Duane Cheney, Mary Kay Budak, Charlie Brown and Gary Dillon introduced House Resolution No. 35 (see Appendix) to the Indiana General Assembly. The resolution urged the Indiana Department of Education and local school boards to "provide regular fitness programs for all student" (House Resolution 35, 2000). It also directed the state board of education to "assess the current fitness programs provided to Indiana students and to develop recommendations for improvement and to report their findings to the House and Senate Education Committees by December 1, 2001" (House Resolution 35, 2000). The resolution was passed by a voice vote on February 16, 2000.

Suzanne Crouch, Health/Physical Education Consultant, for the Department of Education was assigned the task of gathering the facts needed and making recommendations to the Education Committees. In the summer of 2000, IFAT (Indiana Fitness Assessment Taskforce) was created. The following individuals were asked to serve as IFAT members: Nikki Assmann, Donetta Cotheran, Ron Davis, Susan Flynn, Arlene Ignico, Betty Jones, and Barbara Passmore. Suzanne Crouch served as the taskforce chair.

At the first meeting of IFAT in the summer of 2000, it was decided that a two pronged approach would be used to gather information on the state of fitness and physical education in the state of Indiana. A broad-based questionnaire would be developed to assess what was happening in physical education. The questionnaire would be designed to gather information about: teacher and school demographics, program characteristics, types and frequencies of physical activities, assessment information, obstacles to improving programs, and adapted physical education. The second prong would be to try to determine the fitness level of recent Indiana high school graduates. This article examines the fitness/wellness information gathered from the recent high school graduates.

Method

Participants

The fitness levels of 702 first-semester freshmen at Ball State University who graduated in the spring of 2000 were examined to determine the fitness level of recent Indiana high school graduates. This was a very select group of high school graduates who may have been more motivated than the typical high school graduate was. Although the hometowns of Ball State University students are in all parts of the state, the vast majority of the students reside within a fifty to one hundred mile radius of Muncie, Indiana.

Measurements were completed as part of the course requirements for students enrolled in required fitness classes. Due to the registration process, very few freshmen were enrolled in some of the more popular classes, thus resulting in a small number of scores on some tests. In addition students with various injuries were not required to take tests that may aggravate an injury. Therefore, scores were not available for all students on all tests.

Procedure

Height, weight and girth measurements were completed by individual students or in pairs after being given initial directions. The instructor conducted timed events after giving directions. All scores were self-reported by the students on a form provided by the instructor.

At the beginning of each semester, students at Ball State University who are enrolled in a required Fitness/Wellness class undergo an assessment to determine their initial fitness level. In the fall semester of 2000, approximately one-third of the students enrolled in Fitness/Wellness classes were eighteen-year-old freshmen who graduated from an Indiana high school the previous May or June.

Information for 702 students (293 males and 409 females) who recorded scores on one or more of the assessments was gathered. Demographic information gathered included the last year the student took a physical education class while in high school. Test scores were obtained for abdominal curls, push-ups, flexibility, and cardiovascular fitness. In addition, height, weight, Body Mass Index (BMI), and Hip-to-Waist Ratios were

determined. Norms used on the tests were age related norms established at Ball State University and found in the textbook, A Wellness Way of Life (Robbins, Powers, & Burgess, 2002).0

Results

The majority of students had had their last physical education class in either their freshman or sophomore year of high school. More than fifty percent (53.36%) of the males and nearly three-fourths (74.56%) of the females reported their last physical education class had been during one of the first two years of high school. Male students were much more likely to have taken a physical education class during their senior year. Thirty-nine (39.01%) percent of male students were enrolled in a class during their senior year while only fifteen (15.72%) percent of females participated in physical education classes during their final year of high school.

Anthropometric Measures

Male students averaged 69.57 inches in height with a low of 60.50 and a high of 80.00. They had an average weight of 172.36 lbs. with a low of 115 lbs. and a high of 337 lbs. Nine male students (3.5%) weighed more than 250 lbs. Female students had an average height of 66.73 inches with a range of 52.00 to 79.00. They had an average weight of 140.39 lbs. with a range of 84 lbs. to 284 lbs. Twenty females (5.5%) weighed more than 200 lbs.

Height and weight measurements were used to determine Body Mass Index (BMI). ACSM Guidelines (ACSM, 2000) were used to categorize students using BMI. More than forty percent (40.74%) of the male students were categorized as overweight. One-quarter of the overweight male students were categorized as obese with a BMI greater than 29.9. Just over one-fourth of the female students (26.13%) were categorized as overweight. Thirty percent of the overweight female students were categorized as obese. The results are shown in Table 1.

Another measurement that is used to determine health risk is the Hip-to-Waist Ratio. A male with a hip-to-waist ratio above .95 or a female with a ratio above .80 is considered to be at a greater health risk than one with a lower ratio (Robbins, Powers, & Burgess, 2002). Using these standards, over sixteen percent (16.5%) of the males and forty-five percent (45.95 %) of the females would be considered to have a greater health risk.

Muscular Endurance

Two tests were used to measure muscular endurance. A one-minute Abdominal Curls test was used to measure abdominal endurance. A one-minute Push-up test was used to measure arm and upper body endurance. Male students performed the traditional push-up while female students performed a modified push-up with the knees resting on a mat. Norms for the Abdominal Curls test and the Push-up test are shown in Tables 2 and 3 respectively.

Two (2) males (less than 1%) and seven females (1.02%) performed enough abdominal curls to place them in the Excellent category. Twenty-three (10.41%) of the males and forty-two (11.67%) of the females scored above average on this test. More than half (54.75%) of the males and nearly half (49.44%) of the females scored below average in terms of the number of abdominal curls performed.

The Push-up test produced similar scores for both male and female students. Similar percentages of both female and male students scored above average (20.96% females vs. 20.45% males) on upper body strength and endurance. The percentage of female students and male students scoring below average on upper body strength and endurance was also nearly identical (46.46% and 46.82% respectively). In both instances, the number of students scoring below average was more than twice the number that scored above average.

Flexibility

The Sit and Reach Test using a flex box was used to measure hamstring flexibility. The norms were based on a baseline of zero inches, which was lined up with the soles of the feet. The male students scored better than the female students did on the flexibility test. More than one-third (35.92%) of the males and more than one-quarter (27.79%) of the females scored above average on the Sit and Reach Test. More than one-fourth (27.67%) of the males and almost forty percent (39.22%) of the females scored below average. Sit and Reach Test results are shown in Table 4.

Cardiovascular Endurance

All students participated in a test of cardiovascular fitness. However, all students did not take the same test. The specific test used was based on the fitness activity chosen by the student. Students enrolled in a Fitness Walking class or an Aerobics class used the one-mile walk test. Students enrolled in either a Jogging or a Conditioning class used the 1.5 mile run as a test of cardiovascular fitness. Students enrolled in Swimnastics (water exercise) did the 500-yd water run and students in a Fitness Swimming class did the 500-yd swim test.

One-Mile Walk. Students enrolled in Fitness Walking and Aerobics classes were timed while walking one-mile on a measured course at as fast a pace as they were capable of performing. It must be noted that the ratio of males to females in these classes was approximately 1:17. Because of the small number of male students enrolled in these classes, results for male student were grouped together for analysis while those

for female students were analyzed separately and as a group. Approximately twenty percent (20.69%) of the males enrolled in either a Fitness Walking or an Aerobics class scored above average while almost sixty percent (58.62%) scored below average. Only eleven percent (11.52%) of the females taking either of the two classes scored above average while almost two-thirds (66.06%) scored below average.

Female students enrolled in Fitness Walking classes performed much better on the one-mile walk test than female students enrolled in Aerobics classes. More than twenty percent (20.96%) of the Walking Class members scored above average while less than ten percent (5.83%) of students in the Aerobics class did as well. Fifty-eight percent of the walkers finished with a time below average while nearly seventy-one percent (70.87%) of the Aerobics students were below average. The results of this test can be seen in Table 5.

1.5- Mile Run. Students enrolled in either a Jogging Class or a Conditioning Class were tested using a 1.5-mile run test. Students were timed while completing a 1.5-mile run on a measured course. They were instructed to complete the course in the shortest possible time.

Twenty-eight (28.15%) percent of the males enrolled in Conditioning classes had a time that placed them above average while only fifteen (15%) percent of those in the Jogging classes did as well. Almost one-third (34.07%) of the males in the Conditioning classes scored below average while one-fourth (25%) of those in the Jogging classes scored below average. One third or more of the women in Jogging classes (38.96%) and Conditioning (33.33%) scored above average although none scored in the excellent category. The percentage of women scoring below average in Jogging classes (25.97%) was slightly better than of those enrolled in Conditioning classes (28.07%). Table 5 combines the 1.5-mile run test scores for students enrolled in either Jogging or Conditioning classes. Table 6 summarizes the results of the 1.5 mile run test.

500-yd Water Run. Students enrolled in Swimnastics (water exercise) classes took the 500-yd water run test to determine cardiovascular fitness. This is a test that was developed at Ball State University. Students line up in the water, along the deck at a position that places the water level between the navel and the nipple. They run through the water pulling with their arms. The time it takes to run from side to side for a total of 500 yards is recorded.

It should be noted that there were more females than males enrolled in Swimnastics classes as indicated by the ratio of approximately 5:1. The small number of males in these classes makes it difficult to generalize about the results of the test. However, the results for male students are summarized in Table 7.

More than fourteen percent (14.71%) of the females enrolled in Swimnastics had a cardiovascular fitness score that would categorize them as above average. Thirty-eight (38.23% had times on this test that would place them in the below average category for cardiovascular fitness.

500-yd Swim. Students enrolled in Fitness Swimming classes took the 500-yd swim test as a measure of cardiovascular fitness. Scores on this test may be skewed because a large proportion of students enrolled in fitness swimming classes are either swim team members or former swim team members. Test results are summarized in Table 8.

Although no male students scored in the Excellent category, 82.75 percent scored above average while 15.05 percent scored below average. More than sixteen percent (16.67%) of the female students had times on the test that would place them in the Excellent category and 57.14% had above average times. Almost one-fourth (23.81%) of the females scored below average.

Composite Results. When all students who took any of the cardiovascular fitness tests were placed in categories, it was possible to look at the group of students as a whole. As a group, the male students performed much better than the female students. While 42.66 percent of the males had an above average level of performance, only 24.93 percent of the females had an above average level of performance. More than 40 percent (44.26%) of the females and 30.38% of the males scored below average. The categorized results of cardiovascular tests taken by all students are summarized in Table 9.

Discussion and Recommendations

Using the data available, formulas were used to estimate the degree to which students were "at risk" for acquiring health problems such as type 2 diabetes, hypertension and cardiovascular disease. The Body Mass Index scores would indicate that a substantial number o freshmen students from Indiana high schools were overweight or obese (41% of males and 26% of females). This would be in line with studies that have listed both Indianapolis and Fort Wayne among American cities with some of the highest levels of obesity.

A second method used to estimate health risks is the Waist-to-Hip Ratio. This measurement relies on the fact that the location of fat is an important factor in determining health risk. Fat concentrated in the abdominal area is linked to a greater risk of diseases such as heart disease, diabetes, hypertension, and breast cancer. The data gathered indicates that more female students than male students were "at risk" because of an excessive waist-to-hip ratio.

Muscular strength/endurance is a health-related fitness component. It is generally recognized that both strength and endurance are important elements in injury

prevention and rehabilitation. They play a role in maintaining balance, normal gait, and good posture. They affect sports performance, and the ability to carry out daily activities. Aging seems to have a negative effect on strength and endurance, if an individual does not work to maintain levels attained earlier in life. Test scores indicate that large numbers of young adults in Indiana do not meet minimum standards for muscular strength/endurance. Unless these young people change their lifestyles and work to develop increased strength/endurance, we may see a significant increase in injuries and the need for rehabilitation as this group ages.

Flexibility is another health-related fitness component. An individual may possess different degrees of flexibility at various joints. The hip joint is frequently tested for flexibility because of its importance in so many routine daily activities as well as in sports performance. Hip joint flexibility may be a critical factor in preventing injury. Poor hip joint flexibility combined with weak abdominal muscles may be a factor in lower back pain. The results of the fitness test administered to these college students would indicate that a large percentage (more than one-fourth of the men and nearly forty percent of the women) could potentially experience future injuries, difficulties in performing daily activities, or lower back pain.

Cardiorespiratory endurance is a measure of the body's ability to provide nutrients and oxygen to the muscles and to remove waste products while performing exercise over an extended period of time. It requires the heart, lungs and blood vessels to work in an efficient manner.

Cardiorespiratory endurance has been considered to be the most important component of physical fitness. A Cardiorespiratory system that functions at a high level appears to be related to a reduction in coronary heart disease. More than 30% of the males and more than 44% of the females who were tested scored below average on measurement of Cardiorespiratory endurance. This would suggest that a very large group of young people will find that they have difficulty in performing daily tasks, experiencing quality recreational time, and meeting emergencies. More importantly, they will also be at risk for future coronary heart disease.

References

American College of Sports Medicine (2000). ACSM's guidelines for exercise testing and prescription. Philadelphia, PA: Lipincott Williams and Wilkins.

House Resolution 35, February 16, 2000.

Robbins, G., Powers, D., & Burgess, S. (2002). A wellness way of life. New York, NY: McGraw-Hill Publishing Company.

Table 1

Body Mass Index (BMI)

Category	BMI	Males (n = 216)	Females (n = 371)
Underweight	**< 18.5**	**8**	**27**
Normal	**18.5 - 24,9**	**120**	**247**
Overweight	**25.0 - 29.9**	**64**	**68**
Obesity			
Class I	**30.0 - 34.9**	**17**	**15**
Class II	**35.0 - 39.9**	**6**	**12**
Class III	**>39.9**	**1**	**2**

Table 2

1-Minute Abdominal Curls Test

Category	Male Norms	Number (n=221)	Female Norms	Number (n = 360)
Excellent	>93	2	>88	7
Good	79 - 93	21	75-88	35
Average	64 - 78	77	60 - 74	140
Low	50 - 63	71	45 - 59	131
Very Low	<50	50	< 45	47

Table 3

1-Minute Push-up Test

Category	Males (n = 220)		Females (n = 353)	
	Norms	Number	Norms	Number
Excellent	>64	5	>54	27
Good	51 - 64	40	44 - 54	47
Average	37 - 50	72	32 - 43	115
Low	23 - 36	83	20 - 31	113
Very Low	<22	20	<20	51

Table 4

Sit and Reach Test

Category	Males (n = 206)		Females (n = 349)	
	Norms	Number	Norms	Number
Excellent	> + 7	13	> + 8.5	35
Good	+ 4.0 - + 7.0	61	+ 6.5 - + 8.5	62
Average	+ 1.0 - + 3.9	75	+ 4.0 - + 6.4	115

Table 5

One-Mile Walk Test: Fitness Walking and Aerobics Classes

Category	Males (n = 29)		Females (n =165)	
	Norms	Number	Norms	Number
Excellent	< 11:39	1	< 12:34	6
Good	11:39 - 12:59	5	12:34 - 13:40	13
Average	13:00 - 14:21	6	13:41 - 14:45	37
Low	14:22 - 15:43	10	14:46 - 16:00	62
Very Low	> 15:43	7	> 16:00	47

Table 6

1.5-Mile Run Test: Jogging and Conditioning Classes

Category	Males (n =155)		Females (n = 134)	
	Norms	Number	Norms	Number
Excellent	< 8:26	7	< 10:52	0
Good	8:26 - 10:24	34	10:52 - 13:40	49
Average	10:25 - 12:31	63	13:41 - 16:28	49
Low	12:32 - 14:39	32	16:29 - 19:16	32
Very Low	> 14:39	19	> 19:17	4

Table 7

500-Yard Water Run: Swimnastics (water exercise) Classes

Category	Males (n = 14)		Females (n = 68)	
	Norms	Number	Norms	Number
Excellent	< 6:53	0	< 7:59	1
Good	6:53 - 7:44	1	7:59 - 8:38	9
Average	7:45 - 8:38	8	8:39 - 9:18	32
Low	8:39 - 9:32	5	9:19 - 9:58	19
Very Low	> 9:32	0	> 9:58	7

Table 8

500-yard Swim Test: Fitness Swimming Classes

Category	Males (n = 93)		Females (n =42)	
	Norms	Number	Norms	Number
Excellent	< 6:12	0	< 7:05	7
Good	6:12 - 7:44	77	7:05 - 8:49	17
Average	7:45 - 9:19	2	8:50 - 10:34	8
Low	9:20 - 10:51	5	10:35 - 12:19	4
Very Low	> 10:52	9	> 12:20	6

Table 9

Composite Cardiovascular Test Results

Category	Males (n = 361)		Females (n = 409)	
	Number	Percent	Number	Percent
Excellent	8	2.73 %	14	3.42 %
Good	117	39.93 %	88	21.51 %
Average	79	26.96 %	126	30.81 %
Low	53	18.09 %	117	28.61 %
Very Low	36	12.29 %	64	15. 65 %

State of Indiana
Indiana General Assembly
House Resolution No. 35

Introduced by Representatives:
Duane Cheney, Mary Kay Budak, Charlie Brown, Gary Dillon
Adopted by voice vote on February 16, 2000, during the Second Regular Session of the 111th General Assembly

A HOUSE RESOLUTION urging the Indiana Department of Education and local school boards to provide regular fitness programs for all students

WHEREAS, Indianapolis was recently rated as the city with the fourth highest obesity rate in America;

WHEREAS, Nearly half of America's youths, ages 12-21, are not vigorously active on a regular basis;

WHEREAS, The percentage of young people who are overweight has more than doubled in the past 30 years;

WHEREAS, Participation in all types of physical activity declines strikingly as age or grade in school increases;

WHEREAS, Only 19 percent of all high school students are physically active for 20 minutes or more, five days a week, in physical education class;

WHEREAS, Research has shown that a daily fitness routine for youth can produce enhanced academic achievement, improved self esteem, better attitudes toward school, reduced stress levels and aggressive behaviors, and increased learning abilities;

WHEREAS, Active children are healthier, resulting in fewer missed school days and higher concentration and productivity in class;

WHEREAS, Research has shown that the exercise habits of children between the ages of nine and 14 directly influence the amount of physical activity they engage in as adolescents and adults;

WHEREAS, It is the opinion of the American College of Sports Medicine that physical fitness programs for children and youth should be developed with the primary goal of encouraging lifelong exercise behavior in order to develop and maintain sufficient physical fitness for adequate functional capacity and health enhancement,

WHEREAS, Since children spend a large amount of their waking hours in school, it is logical that schools and physical education should play a significant role in meeting the physical activity guidelines developed for children; and

WHEREAS, Educators can and should show leadership in promoting activity experiences at school:

THEREFORE, Be it resolved by the House of Representatives of the
General Assembly of the State of Indiana

SECTION1. That the House of Representatives of the Indiana General Assembly urges educators throughout the state to develop programs to provide regular fitness programs for all students.

SECTION 2. That the House of Representatives of the Indiana General Assembly encourages the state board of education to assess the current fitness programs provided to Indiana students and to develop recommendations for improvement and to report their findings to the House and Senate Education Committees by December 1, 2001.

SECTION 3. That the Principal Clerk of the House of Representatives transmit a copy of this resolution to the superintendent of public instruction, the superintendent of each school corporation in Indiana, the Indiana department of education, the state board of education, and the education roundtable.

Jump Rope for Heart/Hoops for Heart Success Stories

3rd Grade Girls. Jennifer Jones, organizer, Vincennes University.

Sutton students enjoying Jump Rope For Heart. Carl Pieroni, organizer.

Students jumping during Sutton Jump Rope For Heart. Carl Pieroni, organizer.

Each year hundreds of students support the Jump Rope for Heart/Hoops for Heart program to raise funds that are used to enhance research and education. The event is sponsored by the American Heart Association. The following participating schools also received Incentive Awards from the IAHPERD organization during 2002 and 2003.

Janet French organized students at St. Charles Borromeo School in Bloomington and raised $5,237 with over 300 participants. Her program will continue to be enriched via her attendance at an EPEC training workshop.

Jennifer Jones of Vincennes University organized an event, Kid's Care Health Fair, where several elementary schools participated. Her Incentive Award funds were used for awards and education materials for the students. Miki Meyer, from South Bends' Swanson Elementary raised $3,504 through 96 participants' efforts. She purchased t-shirts as awards as well as heart rate monitors to use in her physical education classrooms.

Carl Pieroni's 52 students at Sutton Elementary in Muncie raised over $2,500 or AHA. His Incentive Award monies provided equipment to expand units in team challenges and initiatives.

Elise Studer-Smith of Sunman Elementary challenged her students to raise $6,700 with 150 participants. She used her award monies to purchase health reminders to give to students.

These examples are only a few from over hundreds of event sponsors around the state of Indiana and throughout the nation. We commend each teacher and school, as well as the students, who participate in this yearly event.

Please consider hosting your own event for 2003-04. If you are interested, please contact the American Heart Association: Cheryl.Carlson@heart.org

Mrs. Moore, Principal and student jumping during Sutton Jump Rope For Heart. Carl Pieroni, organizer.

Mrs. Smith's 4th grade, St. Charles School. Janet French, organizer.

Students jumping. Carl Pieroni, organizer.

5th graders, Swanson Elementary, South Bend. Jennifer Jones, organizer, Vincennes University.

Mrs. Moore, Principal, "shearing" Mr. Williams, 5th grade teacher, after student surpassed goal of $2,400 for Sutton Jump Rope For Heart.

4th grader awards lunch; prizes handed out. Jennifer Jones, organizer, Vincennes University.

Reprinted Article

Accountability in Elementary and Middle School Physical Education

by Josey J. Templeton and Mickey Taylor

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The purpose of this article is to present how accountability in elementary and middle physical education has taken place in South Carolina. The development of the South Carolina Physical Education Assessment Program (SCPEAP) at the elementary and middle school program levels will be discussed along with its implication for teacher and student accountability. The article will conclude with the impact SCPEAP has had on teacher preparation programs across the state.

Accountability in Elementary Physical Education

At the present time, most elementary schools in South Carolina have some type of physical education program. They may consist of "recess," or they may be carefully planned developmentally appropriate programs that utilize the excellent South Carolina Physical Education Curriculum Guidelines (Langley et al., 1989) and the South Carolina Physical Education Curriculum Standards (taylor et al., 2000). They may be taught by any teacher in the school who is assigned duty to supervise the children during recess, or they may be exemplary programs designed and taught by dedicated elementary physical education specialists. Equipment for the programs may consist of a couple of playground balls and some jump ropes, or there may be sufficient equipment for each child to have his/her own rope, hoop, bean bag, and various sized ball. The teaching time for physical education may range from none to three days per week, and the facilities may consist of only the playground to a gymnasium. The curriculum may consist of kickball, dodge ball, and student-devised activities to child-centered progressively developmental programs for skill and fitness development. In many situations, the teachers may grade the students on participation for report cards. There may also be infrequent and incomplete fitness measures; but often/ student performance and skill development are not adequately evaluated. Many elementary physical education teachers in South Carolina are evaluated in a variety of ways, but there is no program assessment. With the desire to provide quality physical education for all children in South Carolina, the issue of accountability was extended to include physical education programs.

The Elementary School Writing Team

Based upon the high school format (discussed in previous article), the elementary assessment writing committee was convened. The team of eleven members included physical educators from both the public schools and colleges/universities. Their mission was three-fold. The first task of the writing team was to develop an assessment instrument reflecting the national and state standards that determined what children should know and be able to do. The assessment instrument was constructed to include the most critical basic skills elements needed to demonstrate movement competence. Movement competence implied "the ability to independently and safely participate in movement skills and to maintain a level of continuity in those skills that would make participation enjoyable" (SCPEAP Elementary Assessment Manual, 2001, p. 4).

TABLE 1—South Carolina Physical Education Assessment Program

Elementary School Locomotor Skills - 2nd Grade

Assessment Task: Combine the locomotor patterns slide, skip, run and jump from one foot to a soft landing on two feet into a continuous sequence

Criteria for Assessment:

- Executes sliding with mature form*
- Executes skipping with mature form*
- Executes jumping and landing with mature form*
- Performs sequence with smooth transitions

* Mature form is identified for each skill with performance cues.

TABLE 2—South Carolina Physical Education Elementary Scoring Rubric

Level 3: Describes desired performance
Level 2: Describes least acceptable performance ("cut score")
Level 1: Describes unacceptable performance
Level 0: Non-compliance (refusal to perform or substitution of skills)

Movement competence in the basic skills is the goal of a quality elementary physical education program. Descriptors of movement competency for these basic skills became known as "performance indicators." Four performance indicators were identified for 2nd graders and five performance indicators for 5th graders (see Rink in previous article for complete description). Assessment tasks were selected to measure student performance for each indicator. Critical elements of the basic skills were identified for each indicator as evidence of meeting the state standards; these were termed "criteria for assessment." An example of a locomotor skill assessment task and its criteria for assessment used to measure student performance is found in Table 1.

After developing performance indicators, the writing team undertook its second task. This consisted of creating rubrics as an alternative assessment to define competence and to communicate to students how to achieve it. "Well designed rubrics provide a roadmap for students to guide them toward their final destination or finished product that the assessment requires" (Lund, 2000, p. 2). The rubrics reflected skill progression from K-5^ grade and were used as a programmatic evaluation/assessment at the 2nd and 5th grades. They were aligned with the appropriate grade-level benchmarks from the South Carolina Physical Education Curriculum Standards (Taylor et al., 2000). The four-level performance-based rubrics were designed with one level above the acceptable performance for competence (Table 2). During the rubric writing process, samples were provided for review and comments to approximately 25% of the state's 650+ elementary physical education teachers.

The final task for the writing team was designing protocols that would result in the collection of video data that could be evaluated reliably by using the rubrics. The completion of the protocol writing consisted of designing clearly stated directions for students, making a list of needed equipment, describing the location and operation of the camera, and providing specific directions to the teacher about each assessment task situation. With these three tasks completed, it was time for the materials to be "field tested" in the video collection pilot project.

Pilot Project

With performance indicators and accompanying documents drafted, the assessment team began its two-fold task: to collect pilot videos of the performance indicators and to obtain reliability. Twenty-four elementary physical education teachers volunteered to collect pilot data in their classes.

Once the tapes were submitted, the revision process began. This process focused on the evaluation of four areas: assessment task, criteria for assessment, protocols to teachers and students, and scoring rubric. As a result of the revision process, twelve assessment tasks or protocols were redesigned so that assessment data could be efficiently and effectively collected during one class period by the physical educator.

Physical Education Institutes

The program assessment designed by the elementary writing team and refined by the video assessment team was based on teaching a program that implemented the national and state standards. Teacher awareness of the standards and how to implement them in an elementary physical education program was assured by providing teacher development training sessions known as Physical Education Institutes (PEIs). The PEIs were provided and repeated over a period of three years. A description of the content of the annual PEIs can be found in Table 3.

Approximately one-half of the state's elementary physical education teachers received teacher development training on implementing standards, writing rubrics, using authentic assessment, and using videos in assessment. The next task in program assessment was designing a procedure to collect and assess the data to determine the success of each program. A four-committee structure was designed to complete this phase of the program assessment (a detailed lay-out of the committee structure can be found in Rink's article).

The Elementary Level Committee Structure

Each level of the SCPEAP established an advisory committee. The Elementary Advisory Committee was composed of ten elementary physical education teachers and co-chairs (the elementary teacher development director and the elementary assessment director). The co-chairs were college/university professors who taught the pedagogy programs in physical education departments in two different state schools. They facilitated the activities of the committee but did not vote on any issues. The teachers who composed the committee were selected to represent different areas of the state and served three-year terms.

From the Advisory Committee, three other committee chairs were selected for the three critical areas of SCPEAP. The committees were the Data Collection Training Committee, the Assessment Plan Review

Committee, and the Monitoring Committee. The charge of the Data Collection Committee was to train the teachers in each cycle to collect the data for the assessment project and to analyze/assess/evaluate the performance of their own students. The elementary assessment consisted solely of video assessment of movement skills. The fifth grade students were also assessed on physical fitness through use of the Fitnessgram. The Assessment Plan Review Committee helped devise the plan to be used to determine which 25% of each school's classes would be assessed. This committee would also evaluate each school's plan prior to data collection and members of the committee would be present at the data collection training to instruct teachers how to design their assessment plan. The main task of the Monitoring Committee was to analyze a sample from each videotape submitted and to check the reliability of the teacher's assessment of each video made. Some Monitoring Committee members would also be present at the data collection training sessions to instruct the teachers in viewing and evaluating their videotapes using the approved protocols and rubrics.

Data Collection Training

Data collection training was planned as a three-day workshop to cover the information and training needed to prepare the teachers for the program assessment. Several sessions of the workshops were scheduled to accommodate teachers from the 220 elementary schools that were scheduled to be assessed Fall 2002.

Data collection trainings went well, and the evaluations were supportive and positive. The only negative aspect of the trainings was that all of the teachers who needed to be trained did not actually attend one of the trainings. Some of the teachers who attended did not attend all three days of each training session. There are several reasons that teachers did not attend the data collection training. The reasons ranged from the belief that the data collection would not actually occur because of funding cuts, to inconvenience, and to principals who would not allow the teachers to miss school to attend. Teachers who attended
the sessions indicated that they felt more confident in their ability to collect the data and evaluate their videotapes for the program assessment.

Program assessment is reflected on the state report card of the school's performance. In elementary physical
education, the percentage of students who score 2 or higher on each rubric is used to determine the grade the school receives. Each performance indicator is weighted in the final score for a school. When schools receive their grade, they will also receive feedback from the SCPEAP program and project directors.

TABLE 3—
Elementary PEI Content Summaries

Session One
This PEI introduced teachers to the Elementary School Curriculum Framework and the NASPE Standards (NASPE, 1995). Student achievement, assessment, and accountability of physical education programs were discussed. The attendees were also presented a preview of the assessment materials for second and fifth grades.

Session Two
Attendees received information concerning formative assessment. Teachers then participated in two lessons demonstrating implementation of the standards. The lessons were in educational gymnastics and dance related activities. They received a six-lesson unit in each of the two activities.

Session Three
The session consisted of rotations among several small groups of instruction. The groups included instruction in alternative assessment, soccer assessment, racquets assessments, volleyball assessment, fitness, and other alternative assessments. The teachers then gathered into groups representing different regions of the state to discuss common issues in assessment.

Session Four
This PEI focused on the Fitnessgram. Teachers actively learned how to perform and administer the items used in the fifth grade fitness performance indicator. The small group rotations included the pacer, curl ups, sit and reach, trunk lift, and push-ups.

Beach Workshop
The SCAHPERD Convention workshop focused on using the state standards. Teachers identified a curriculum using the state curriculum as a guide. They identified what was to be taught in each content area for a grade level. They used the state benchmarks for a grade level to place them appropriately in the framework. They actually wrote a six-lesson unit in a content area of their choice. The second half of the workshop consisted of reviewing the draft of the rubrics and identifying critical elements for an elementary curriculum. They provided feedback on the draft of the rubrics.

Accountability in Middle School Physical Education

Many educators have identified the middle grades as a difficult time for all concerned. The students are caught in a "tween" time when they waver hourly between the differing demands and needs of being and feeling child-like one moment and adult-like the next. The teachers are often pulled in many directions and are frustrated by trying to meet the widely variant needs of students who span such a range of intellectual, physical, psychological, and social development. Schools seem to be forever in a process of recreating themselves in order to meet the often-conflicting visions of what educators describe as the middle school model and what the community wants and expects them to be.

Despite these problems, many educators recognize the extreme importance and excitement of teaching in the middle grades. Middle school physical educators often say that they wouldn't teach at any other level and that they are stimulated by teaching and reaching out to the middle school youngsters who frequently exhibit that wonderful combination of childlike exuberance mingled with the growing maturity and awareness of the young adult.

Although these teachers enjoy the challenges of teaching at this level, they seldom have had any special work to prepare them for the job. Many of them attended school in junior high settings when they were that age, and although there are in-service and even team meetings in the schools to help teachers plan ways to meet the special needs of the middle school student, physical educators are frequently not allowed, because of schedule conflicts, to attend these meetings. Even today there are few courses in teacher preparation programs that focus specifically on the needs and goals of middle schools/ and in fact, Bonnie Mohnsen in her 1997 textbook. Teaching Middle School Physical Education, comments that her book is "the first comprehensive, practical resource for designing quality middle school physical education programs that both addresses the specific needs of middle school students and prepares them for our rapidly changing world" (p. vii). Therefore it is no surprise that physical education programs at the middle school level are usually based upon individual teacher interest and are often not designed to meet specific, developmental needs of the middle level student or the middle school itself. In setting out to design an assessment program for the middle school level, it was recognized that such an assessment would of necessity have a tremendous impact on all facets of the middle schools of South Carolina.

The Middle School Writing Team

Similar to the elementary structure, a committee of successful middle school physical educators was convened to begin the process of determining what would be assessed and how that assessment would take place. They were given the task of designing an assessment program (performance indicators, protocols, rubrics and scoring sheets) for eighth graders. The first activity of this committee was to examine the *South Carolina Physical Education Curriculum Standards* (Taylor et al., 2000) and determine how the state standards would be assessed in the eighth grade.

Based on these standards, knowledge gained about the developmental aspects of middle grade students, the advice of the high school assessment team, and the experience of the middle school teachers on the committee, middle school performance indicators were presented to the SCPEAP Policy Board and accepted (for a complete description of middle school performance indicators, see Rink's article).

The next decision that had to be made was the identification of the movement forms and activities for Performance Indicator One *(Demonstrate competency in modified versions of activities in three different movement forms).* After a great deal of discussion and debate, the movement forms and activities in Table 4 were selected and approved. The committee recognized that there were other activities appropriate to include and were being taught in some schools, but due to limitations of immediate expertise and time constraints, it was decided that this listing would be sufficient to represent a well-rounded middle school program at this time. It is intended that if teachers want to add other activities, they may present a suggested protocol, rubric, and scoring plan to the Assessment Review Committee for their possible acceptance and inclusion.

Pilot Project

The next step was the writing of the protocols and rubrics for each activity. Approximately 20 teachers volunteered to field test the assessment material following the protocols and submitting video taped material for review. During this time of review, many important facts were uncovered. It quickly became clear that the teachers were excited to get together and discuss (loudly and with great feeling sometimes) the appropriate eighth grade skill level for each activity. They also found that they could use the rubrics reliably to assess skills; at first analytically and then as they gained experience, they found that they could also reach agreement through a more holistic approach. During the time they were together, many of the protocols were rewritten, often to make the tapes easier to see and the performance standards more consistent but also at times, to make the assessment task more appropriate for South Carolina eighth graders. A second field test took place during the next school year using the revised protocols and rubrics. During this same time, the newly appointed Middle

School Advisory Committee was busy discussing, debating, and finally agreeing on general protocols and needed forms and directions.

Middle School Committees

A couple of the basic decisions that faced the Advisory Committee and that called for a great deal of discussion included questions concerning how many and which classes / teachers would be assessed in order to fairly represent the program and what items of the Fitnessgram would be required. In order to keep consistent with SCPEAP procedures, the Assessment Plan Review Committee will make the decision for the teachers as to which classes are chosen for the program assessment.

When examining the requirements for Performance Indicator Four, the Advisory Committee decided that completion and submission of all five items of the Fitnessgram would be required, but only three of those would be used in determining percent of students meeting competence. The three items to be used to determine competency are the Pacer or Mile run, the Curl-Up test, and the Sit and Reach examination. The decision to use only those items while requiring all items for submission was based upon several concerns, including the desire to impress students with the importance of all areas of fitness, a need to provide teachers with full information about their students, and a needed means to prepare students for the full test that they will encounter in the ninth grade. Based on teacher experience with the difficulty eighth graders seem to have with certain parts of the test, it was decided that the scores for the Push-Ups and the Body Composition would be collected but would not be included on the assessment at this time.

In addition, written test items for Performance Indicator Two (20 multiple choice and matching questions) were determined. Also, the amount of outside activity required for Performance Indicator Three (3 times per week, 30-40 minutes for 4 weeks) was decided.

One important basis for all decisions concerned the often used description that middle school is a bridge between elementary and high school. While no one on any committee disagreed with this description, all of the teachers felt it important that this assessment be based on developmental knowledge of eighth graders rather than on merely preparing them to do well in high school. Because of this decision, an effort was made to use all knowledge and experience possible to determine what was asked for and expected of the eighth grade students in this assessment and only then to examine the resulting decisions to see the fit between what was already determined and expected for fifth graders and ninth graders. In most cases, the fit was appropriate, and the resulting steps of student experience and learning was felt to be a good fit.

TABLE 4—South Carolina Physical Education Assessment Program

Middle School Movement Forms and Activities

Dance Movement Forms
Aerobic, Line, Folk and Square

Dual Movement Forms
Badminton, Pickle-Ball, Tennis

Individual Movement Forms
Archery, Bowling, Golf, Tumbling

Outdoor Pursuits Movement Form
Orienteering

Team Sport Movement Forms
Basketball, Flag Football, Floor Hockey, Soccer, Team Handball, Ultimate Frisbee, Volleyball

Physical Education Institutes

In addition to preparing the eighth grade assessment, the committee was also involved in planning and conducting a series of Physical Education Institute (PEI) meetings for teachers of the eighth grade throughout the state. Following the plan for these PEIs already established by the high school leaders, the initial sessions focused on helping teachers gain an understanding of the assessment concept and the resulting changes that would be called for in curriculum planning. Middle school physical educators did most of the planning and instruction given during these meetings. The sessions provided instruction and practice in a number of activities, use of video taping, ways to encourage and record outside of school participation, administering and using Fitnessgram materials, and teaching concepts of F.I.T. and the five components of fitness. Additional sessions of the PEIs have focused almost entirely on effective instruction in activities selected from the eighth grade assessment.

Data Collection Training

Data collection training sessions were held using the same format as the elementary and high school training sessions. Teachers who attended either the PEIs or the data collection training sessions continuously demonstrated their need for some form of attention and assistance in the completing of the state assessment. Additionally, they voiced their appreciation for what is being offered to them. They are excited to get to talk together about curriculum issues and to share

instructional ideas. They bring stories of success and, if not success/ at least of efforts to make changes in their schools. They talk about how this state supported assessment is giving them opportunities to talk with their principals about curriculum issues and needs, many for the first time. They are beginning to bring stories of how, as they implement some of the instructional ideas, their students are staying focused on one activity for a longer period of time, and they are actually beginning to see more skill development. For the most part, the teachers are excited, positive, and eager to continue with this work, and although they are concerned over being assessed, they recognize the ultimate value of accountability.

Teacher Accountability

At this time, there is no separate state assessment for teacher accountability in physical education. Many teachers in South Carolina view the program assessment as teacher assessment, and principals may well hold the teacher(s) accountable for the success of the program. It is important that the teacher be accountable for implementing the standards in the curriculum in each unit and in each lesson. The teacher is responsible for planning lessons that are safe, developmentally appropriate, and that meet the objectives for psychomotor, cognitive, and affective development. The teacher must select learning activities that meet the needs of the students and move them in a progressive manner to more mature skill development. Teachers should possess task analysis skill and the ability to provide constructive and positive feedback that is relevant and helpful for each student.

Student Accountability

Even elementary students can be accountable for themselves. While the affective standards are not assessed in the SCPEAP, every physical education teacher implements those standards in the lessons. Sometimes the teacher formally assesses affective standards; but more often, they seem to be part of the implicit curriculum. Students quickly learn to self-assess affective standards and to be accountable for their behavior that relates to those standards. They can also learn to self-assess and assess their peers using the other standards. Just as they are taught the objectives of lessons, learners can be taught to determine if the objectives were met. This helps them become accountable for some of their own learning. When the assessment rubrics are explained to students and they understand them, they can be held accountable for peer or self-assessment when using them. The SCPEAP assessment tasks and scoring rubrics have already been successfully used by elementary and middle school students for self and peer assessment. Teachers may also use the rubrics to hold students accountable for their own individual skill achievement.

A unique characteristic of SCPEAP, however, is the provision made for students who cannot meet the assessment rubrics. A form is provided for all students that have IEP, 504s, or who otherwise might not contribute fairly to the program assessment outcome. With appropriate documentation, these students are eliminated from formally being assessed. This does not mean nor attempt to suggest that those students should not be evaluated at their ability levels. In the teacher training sessions, suggestions for assessing children who do not have the potential for being successful on the state assessment are described. For example, the Brockport Test is suggested for evaluating fitness of disabled students. In many cases, the teacher will choose to assess the disabled child as part of the regular class process and use a different rubric, designed for mat child, for his/her assessment. The process used is the teacher's choice, because the student is not evaluated as part of the program assessment if he / she does not have the potential for successfully completing the rubric.

Teacher Preparation Programs

Since all of the state college and university teacher preparation programs have been represented at many of the SCPEAP planning and informational meetings, and many of the college and university personnel are involved at some level in the assessment process, there has been quite an impact on the teacher preparation programs throughout the state. These institutions have stepped forward to implement the SCPEAP concept in an attempt to help preservice teachers be knowledgeable and accountable for the success of their future programs. Many colleges are putting a greater emphasis on preparation for the middle grades in both understanding the curriculum and instructional needs and the developmental levels of the students themselves. Some of the university methods teachers are allowing their students to use the protocols and rubrics in the college activity classes. Most faculty members in the state have implemented use of the standards in planning and teaching the physical education curricula and lessons. Many use much of the assessment information as text material for the methods classes. They use or have the preservice teachers develop rubrics for assessment and have them learn to use videotapes for assessment. They have strengthened their use of the Fitnessgram and the need for cognitive tests and out-of-school activities in physical education programs. In measurement and evaluation classes, they have implemented more authentic assessments, such as rubrics, and their students actually assist in the public schools during the time of the program assessment. Subsequently, the preservice teacher is learning to be a reflective practitioner who evaluates the effects of his/her actions on the learners. A teacher who has this knowledge and skill can be accountable for his / her performance and the success of the program as well as help the learner be accountable for some of his / her own learning.

Reprinted Article

Bridging the Gap

Meeting Standards Through the Practical Use of Assessment

by Gwen Massey, Kym Kirby, and Stephanie Richardson

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Elementary physical education teachers in South Carolina have been gearing up for state mandated assessment to officially take ulace in Fall 2002. Teachers have been preparing for the implementation of performance indicators and assessment materials developed by the South Carolina Physical Education Assessment'Program (SCPEAP, 2001) for the past three years. As teachers design curricular outcomes for their programs, they have found the national peg and state standards to be important resources. These documents reflect content emphases and benchmarks (Table 1) designated as important for students to know and be able to do in physical education. In addition, the SCPEAP elementary performance indicators that have been developed for the state assessment are aligned with both the national and state standards and are reflective of what students should be able to do at the second and fifth grade levels. (For a complete review of the elementary performance indicators, see Rink in an earlier article this issue.)

How Assessment Works

As we prepare for state assessment, we thought it would be helpful to provide sample selections of how assessment works for us who currently implement the program. It is our purpose to address the fifth grade performance indicators and more specifically use performance indicator four (Students will be able to demonstrate basic skills in different game categories) as our framework for this article. The different game categories endorsed by SCPEAP at the elementary level for fifth grade include invasion

TABLE 1—Integrating SC Curriculum Standards/Benchmarks

Invasion Games - Ultimate Frisbee Grades 3-5

Benchmarks to be addressed:

Standard One
- Demonstrate mature form for basic skills of Ultimate Frisbee (catching and backhand in throw).
- Demonstrate basic offensive (pivoting, moving to open space, lead passing, maintaining adequate spacing between players) and defensive (defend space, defend player) strategies for invasion games in limited settings (1 on 1, 2 on 1, 2 on 2, 3 on 1, 3 on 2).

Standard Two
- Use critical elements to improve personal performance and provide feedback to others in fundamental and specialized skills.
- Describe and use basic offensive (pivoting, moving to open space, lead passing, maintaining adequate spacing between players) and defensive (defend space, defend player) strategies in limited settings (1 on 1, 2 on 1, 2 on 2, etc.).

Standard Three
- Identify opportunities in the school and community for regular participation in Ultimate Frisbee.

Standard Four
- Identify the components of health-related physical fitness that Ultimate Frisbee enhances.

Standard Five
- Participate in the establishment of rules, procedures, and standards of etiquette ("Spirit of the Game") that are safe and effective for Ultimate Frisbee.
- Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive situations.

Standard Six
- Recognize the positive attributes that individuals of varying genders and skill levels bring to Ultimate Frisbee.
- Work cooperatively with peers of differing skill levels.

Standard Seven
- Recognize participation in Ultimate Frisbee as a positive opportunity for social and group interaction.
- Recognize that participation in Ultimate Frisbee is a source of self-expression and meaning (e.g., challenging, pleasurable, and fun).
- Celebrate personal successes and achievements along with others.

TABLE 2–Ultimate Frisbee Unit Goals

3rd Grade
- To develop basic passing & receiving skills
- To create soace (use of a pivot foot)
- To participate successfully in basic target and passing activities (i.e. Fnsbee golf and Frisbee juggle)

4th Grade
- To throw an accurate lead pass to moving receiver
- To receive an accurate lead pass while moving
- To demonstrate beginning offensive and defensive strategies in two-on-one, three-on-one situations

5th Grade
- To demonstrate beginning offensive strategies in three-on-one "keep away" game situation (SCPEAP performance task)
- To demonstrate offensive and defensive strategies in two-on-two, three-on-two situations

games (basketball, hockey, soccer, and ultimate frisbee) and net/wall games (paddles, rackets, and volleyball). Each game (or skill theme) discussed in this article is written by a different author and individually reflects the availability of facilities, equipment, and personal approach to teaching. State standards / benchmarks, unit goals, and sample assessments, including parts of the SCPEAP assessment materials as developed by elementary physical education teachers, will be provided and explained for ultimate frisbee (an invasion game) and volleyball (net/wall game).

Ultimate Frisbee

Ultimate Frisbee is becoming more and more popular in South Carolina, largely due to its inclusion in SCPEAP. Ultimate Frisbee is one of four invasion games teachers may choose to teach and assess as a way of submitting program data for Performance Indicator Four. I have included Ultimate Frisbee in my curriculum for several reasons: (a) It requires limited equipment and space for this age group. Ten to fifteen Frisbees at a cost of $1 to $2 per Frisbee will serve 20 to 30 students; (b) A minimal sized playing area free from playground equipment and / or trees will suffice to teach basic skills; (c) As a novel sport to most children, the basic skills of throwing and catching are easily acquired; and (d) Because control of the Frisbee can be attained quickly, basic offensive and defensive strategies (i.e., 1 v 1, 2 v 1, 2 v 2, etc.) are incorporated early on in the unit. This allows students more opportunities to achieve competency in the SCPEAP assessment task as well as achieve success during modified game play.

The SCPEAP 5th grade assessment task for Ultimate Frisbee is this: Play a game of Keep Away, with three players on offense and one playing semi-active defense. The SCPEAP's performance indicator is easily aligned with national and state standards. An example unit for Ultimate Frisbee including standards and benchmarks for 3rd though 5th grades is illustrated in Table 1. Ultimate Frisbee affords students the opportunity to become successful in the basic passing and receiving skills quickly, enabling them to develop basic offensive and defensive strategies as addressed in standards one and two. The development of an intramural program at recess integrates standard three, while standard four is addressed throughout the unit during class discussions on personal fitness. Standards five through seven are addressed throughout the unit as the concept "spirit of the game" is demonstrated. There are no referees in the game so students have to call their own fouls and

TABLE 3—South Carolina Physical Education Assessment Program

Elementary School Ultimate Frisbee - 5th Grade
Assessment Task Scoring Rubric

Level 3:
- Consistently (75% of the time or more) receives catchable passes
- Consistently throws catchable passes
- Usually moves to open space*

Level 2:
- Usually (50%-74% of the time) receives catchable passes
- Usually throws catchable passes
- Sometimes moves to open spaces*
- Usually establishes a pivot foot

Level 1:
- Sometimes (15%-49% of the time) receives catchable passes
- Sometimes throws catchable passes
- Rarely moves to open spaces*
- Sometimes establishes a pivot foot

Level 0:
- Rarely (<15% of the time) receives catchable passes
- Rarely throws catchable passes
- Rarely moves to open space*
- Rarely establishes a pivot foot

** Moves to open space is identified with the following performance cues:*
- Stay spread out
- Moves to space that allows passer to make "easy" passes

TABLE 4—ULTIMATE FRISBEE PEER EVALUATION

Player's Name: _____ Evaluator's Name: _____

Good, quick Pass	Catches Pass	Moves to wide, open space (makes cuts, fakes, makes pass easier)	Demonstrates "Spirit of the game." Scale of 1-3.
			(3 being always, 2 is sometimes, 1 is seldom.)

TABLE 5—Integrating SC Curriculum Standards/Benchmarks

Striking with Body Parts/Volleyball
3rd - 5th Grades

The student will:

Standard One
- Adapt striking patterns to simple changing environments.
- Use basic motor skills of net activities in increasing complex situations.

Standard Two
- Use "cues" to improve personal performance and provide feedback to other students (becoming "teachers" themselves).

Standard Three
- Identify opportunities in the school and community for regular participation in Volleyball as part of a portfolio assignment.

Standard Four
- Sustain moderate to vigorous physical activity for short periods of time.
- Be aware of increased heart rate due to increased physical activity.

Standard Five
- Share space and equipment with others.
- Know rules, procedures and apply safe practices during participation.

Standard Six/Seven
- Participate with others in a positive manner.
- Celebrate success alone and with others.

TABLE 6—Volleyball Unit Goals

3rd Grade
STRIKING WITH BODY PARTS
- Continuously tap a ball above the head
- Use overhead to continuously strike a volley trainer against a wall
- Use underhand hits to continuously strike a volley trainer against a wall with a partner
- Work cooperatively in a game-like setting to keep the ball going ina small group in a bounce-strike-bounce pattern

4th Grade
VOLLEYBALL
- Continuously strike a lightweight ball 5 times into the air 1-2 feet above the head
- Use a two-hand overhead set to wall
- Use a two hand overhead pass to return an accurately tossed ball to tosser (SCPEAP performance task)
- Work with a partner to continuously volley over a net

5th Grade
VOLLEYBALL
- Use an overhead pass to continuously strike a ball in air to self
- Volley with a partner using an overhand pass (without net/with modified net)
- Use a forearm pass to return an accurately tossed ball to tosser (SCPEAP performance task)
- Use an underhand serve to hit a ball to a wall above a 7 ft. line

TABLE 7—EXIT SLIP

What cues would you use to help teach your best friend how to strike the ball using a(n):

Overhead pass: Spider fingers-pads touch ball, window-look through, quick feet-body under ball, bend knees and extend legs and arms upward.

Forearm pass: Arms extended, forearms together-flat surface, quick feet-get into position. Extend arms upward to target.

Serve: Watch the ball as you are getting ready to strike it, extend striking arm toward target over net.

TABLE 8—SELF-ASSESSMENT

Self-Assessment on Volleyball Skills	0 Having difficulty	1 Can do it once in awhile	2 Can do it most of the time	3 Can always do it
I can strike the ball into the air continuously to myself using the overhead pass.				
I can volley with a partner using an overhand pass without net 3 or more times.				
I can use a forearm pass to return an accurately tossed ball back to my partner.				
I can use an underhand serve to hit a ball to a wall above a 7 ft. line.				

violations, demonstrating honor and fairness throughout game play.

Rink's (1998) Game Stages serve as a guide for developing unit goals and objectives. The progression of Ultimate Frisbee goals and objectives are outlined for specific learning experiences for third through fifth grade in Table 2. At the third grade level, the students begin to gain control of the Frisbee as indicated in stages one and two, and by the fourth and fifth grades, students begin to apply basic offensive and defensive strategies, which is Game Stage 3. Many times students are able to play a modified game of four on four (Game Stage 4) by the end of fifth grade.

Lesson plans are designed based on the unit goals to provide fun, active learning experiences for the students, allowing them to master the lesson objective and develop skill ability in sequence to ensure individual success. The fifth grade goals specifically relate to the SCPEAP performance indicator, and movement competency is formally measured through students performing the fifth grade assessment task, *Play a game of Keep Away, with three players on offense and one playing semi-active defense*. Semi-active defense is defined as playing with hands behind back while marking and attempting to cut off passing angles. The SCPEAP scoring rubric is used to evaluate movement competency using a four-point scale (0-3) in Ultimate Frisbee (Table 3). Level two is competency and is the goal of the assessment process. However, this does not limit either the teacher or student(s) from exceeding the state requirement.

While formally assessing the students during the three-on-one keep away game, other students are on the perimeter of the playing area peer assessing each of the participating students. The peer assessment provides a means of tallying catchable passes and receptions, moving to open space, as well as evaluating the "spirit of the game" (Table 4). A tally mark is scored each time a peer makes cuts, fakes, and moves to make the pass easier to receive. This peer assessment is included in their physical education portfolio. (Note: Time spent teaching students how to peer assess occurs early on in the K-5th grade curriculum and is an ongoing teaching practice used to hold students accountable for learning experiences.)

As stated earlier, the novelty of the game allows all students, regardless of skill ability/ to enter into the sport on an equal playing field. Due to the positive interaction of students in Ultimate Frisbee, an intramural program at recess has become a popular choice for out-of-PE-class practice time. It has carried over into the middle school, where Ultimate clubs meet after school.

Volleyball

Volleyball is one of three net/wall games teachers may choose to teach and programmatically assess for the state assessment. SCPEAP requires teachers to submit assessment data on one invasion game and one net/wall game. Other than SCPEAP's endorsement of volleyball, I have chosen to include volleyball in my curriculum for several reasons: (a) Students experience success sooner with volleyball compared to other net/wall activities (paddles and racquets). This is not to suggest that these activities are not taught, but because striking with body parts occurs early on in their physical education experience, students have more opportunities at striking skills with body parts over a period of time than with short/long handled implements; (b) Teaching volleyball lends itself to making the connection between psychomotor, cognitive, and affective development. Set-up for this unit affords students the chance to work with partners and eventually everyone in class. Additionally,

cognitive assessments used during this unit enable students to become "teachers" themselves; and (c) Because students gain control of basic volleyball skills quickly, students are able to achieve competency in the SCPEAP assessment task and move into modified game play.

The SCPEAP 5th grade assessment task for volleyball is *Execute a forearm pass and an overhand pass from a toss.* As stated earlier, students are able to progress beyond the state assessment task and use these skills in more complex game play (i.e., 1 v 1, 2 v 2) with or without a modified net. This allows for total alignment of both national and state standards. An example unit for vollevball including 3rd through 5th grade standards and benchmarks is illustrated in Table 5.

Aligning unit goals with national and state standards will allow us to determine necessary components that must be addressed during the instructional unit. We know that planning for instruction is critical to the development of motor skills. Unit goals for a two-day a week program over a period of 4 weeks are outlined in Table 6 for striking with body parts/volleyball. At the third grade level, students are contextually placed in a closed environment. Students strike a modified volleyball / volley trainer overhead in the air to self and catch and use an underhand hit to a wall with partner. By the fourth and fifth grades, the environment is more open. Students continuously strike to self (overhead pass), set back and forth continuously to a partner with or without a modified net, and return a ball from a partner toss using a forearm pass directing it back to the partner.

Appropriate content development before and during the instructional process is essential to learning. Good instruction includes assessing student performance. Assessment activities are created to hold students accountable in all three learning domains. An example of a cognitive assessment used during this unit is illustrated in Table 7. The Exit Slip (modified from Graham, Holt / Hale and Parker, 2001) completed by the students emphasizes the critical cues of each skill and serve as a review guide for the students throughout the unit. I particularly like using this assessment during a station set up incorporating the use of a TV / VCR. Students watch a video of themselves and a partner performing the SCPEAP assessment task. Using the previously mentioned Exit Slip and a self-assessment found in Table 8, students have the opportunity to view, analyze, and critique performance. This video analysis enhances learning and prepares them mentally for the formative SCPEAP assessment that officially takes place at the end of the unit.

As stated in the Ultimate Frisbee section of this article, the SCPEAP volleyball scoring rubric is used to formally evaluate movement competency. Again, level

TABLE 9—South Carolina Physical Education Assessment Program

Elementary School Volleyball Skills - 5th Grade
Assessment Task Scoring Rubric

Level 3:
- Consistently (75% of the time or more) executes forearm passes using good technique*
- Consistently executes overhead passes using good technique*
- Consistently directs ball back to tosser

Level 2:
- Usually (50-74% of the time) executes forearm passes using good technique*
- Usually executes overhead passes using good technique*
- Usually directs ball back to tosser

Level 1:
- Sometimes (15-49% of the time) executes forearm passes using good technique*
- Sometimes executes overhead passes using good technique*
- Sometimes directs ball back to tosser

Level 0:
- Rarely (<15% of the time) executes forearm passes using good technique*
- Rarely executes overhead passes using good technique*
- Rarely directs ball back to tosser

**Proper technique is identified with the following performance cues:*

Forearm Pass
- Feet in stride with hips, knees, and ankles flexed
- Hands and wrists together to contact ball with the forearms
- Shoulder shrug to push
- Extended hips, knees, and ankles
- Follow through with arms below shoulders

Overhead Pass
- Feet in stride with knees bent
- Spread fingers, bend elbows
- Contact ball above and in front of the forehead with finger pads
- Extend knees and elbows upward on contact

two is competency and is the goal of the program assessment. Table 9 is the SCPEAP volleyball rubric for fifth grades students. However, the same rubric is used in part for third and fourth grades students as well. The use of video assessment required by SCPEAP not only allows the teacher to score student performance but also enables the teacher the opportunity to self-reflect on and evaluate his / her instruction.

The use of written assessments does not have to be a major time consuming task, if well planned. All written assessment material is stored in the classroom teacher's folder, and upon completion, the materials are handed out for the students to review and place in their fitness journal/portfolios.

Ultimate Frisbee and volleyball are just two examples of units that we teach with the implementation of the SCPEAP assessment materials. Assessment has always been an integral part of our programs as we work to develop competent movers in our state. SCPEAP has been a good thing for South Carolina teachers. SCPEAP performance indicators allow some flexibility based upon each teacher's instructional setting, giving teachers autonomy over their assessment process. It allows each school to work within the constraints of their program. By bridging the gap between teaching and assessing, we hope that we have gotten one step closer to the ultimate goal of physical education: equipping children with a foundation of skills to pursue physical activity for a lifetime.

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Reprinted Article

SIGNALS – The Management Tools of Physical Education

by Joanne Landy

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How effective are you in managing and organizing your children in a physical education lesson in a large space setting? Are you developing good listeners in your children? Are you maximizing participation levels and minimizing behavioral problems? Are you creating good "flow" and smooth transition from one segment of your lesson to the next?

SIGNALS are "Management Tools" used to create effective and efficient classroom organization, arrangement, and mobilization of children, maximizing participation time and reducing behavioral problems. How are these outcomes achieved? Through learning and reacting to these signals, the children develop better listening skills, including alertness and reaction; improve in overall spatial and body awareness, developing good body management and control while moving or stationary; and develop and improve locomotion skills. Through using SIGNALS, cooperation is enhanced, efficient mobilization of children to equipment or equipment to children (collection and dispersal of equipment) is established, and an effective positive learning environment in the PE classroom is created.

Signals involve both a verbal and a visual signal and are classified into organizational signals and formation signals, starting positions, and break signals. This article features the organizational and formation Signals. These Signals need to be taught early at the beginning of the school year and consistently reinforced throughout the year. The teacher must be both patient and insistent that these signals are responded to immediately by all children and that quality of movement is evident.

Once children have learned to react to the basic signals, then these become the management tools for teaching fundamental movement skills and all other components of the lesson. Furthermore, this concept can be extended to include the development of other signals, thus creating a movement or signals vocabulary—a movement language—which can be constantly expanded. When the signals are well learned, the verbal signals can be taken away, so that students only respond to the visual signal. Verbal signals may be necessary under certain conditions, however; for example, if you are teaching outside or using a lot of music inside the gym, you may need to use a whistle, which becomes the immediate attention grabber. Then the signal can be given, which becomes the indicator to do something. Once you become more confident and competent in using these tools, you will find yourself spontaneously creating more signals and usage. Take a mental snapshot of your children as they respond and observe their activity levels! Enjoy the challenge and the fun!

Organizational Signals

The following signals provide ways of effectively mobilizing children and of developing their listening skills and spatial awareness. Identify the boundaries of the play area that children will move around in. Use a minimum of 6-8 cone markers or witch's hats spaced evenly apart around the area. Establish the following Signals that children can quickly learn and respond to. Single-out good listeners and praise them!

1. "Homes!" (Hand Signal - Make a roof overhead with hands.) Mats, hoops, carpet squares, or deck rings could also be used as "Homes." Find a free space in the play area. Check that you cannot touch anyone or anything. This is your "Home!" Remember it. Now leave your home and touch 5 different markers with 5 different body parts. Return to 'stand tall' in your home space. Go!

2. "Scrambled Eggs!" (Hand Signal - Roll hand over hand.) Listen carefully to how I will ask you to move. Then to move. Then

move in this way in and out of each other/ without "touching" anyone E.G. "Scrambled Eggs - Walking!"

3. "Iceberg!" (Hand Signal - Raise one hand in the air with thumb up.) This is your stopping signal. When you hear or see this word, stop immediately by "jump-stopping" or landing on your feet at the same time/ knees bent, hands out for balance.

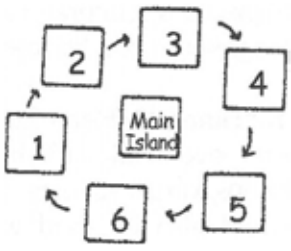
4. "Quiet Signal" (Hand Signal - Raise one hand overhead.) This is your 'stop-look-listen' signal. Stop what you are doing and raise your hand overhead/giving me your full attention!

5. "Dead Bug!" (Hand Signal - Thumbs down.) Quickly and safely lie on your back raising your arms and legs in the air and wiggle them gently.

6. "Hit the Deck" (Hand Signal - Point index fingers of both hands to the ground.) This is your signal to drop carefully to the ground/ in front lying position. Stay there until you hear the next signal.

7. "Clear the Deck" (Hand Signal - Raise both hands into the air and out to the sides.) Move quickly to stand outside on one side of the marked play area. Clear the Deck again! Now move to stand outside another side. Continue in this way. (Vary the way children move: slide-step/skip/ run high, walk low.)

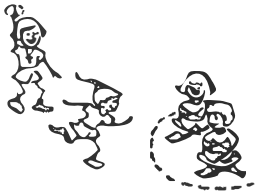
8. "Islands" This is a group/team learning square that can vary in formation, size/ and number. Cone markers, ropes, 4X6' light carry mats, station cards, etc. can be used to indicate each island location and space. Each islander can still find a "Home" (individualized learning space) within their island. Teacher can designate one square to be the "Main Island (the teaching square). Some examples for different teaching skills are illustrated below. (Hand Signal - Teacher uses both hands to draw a "square" shape in the air.) Each team or group moves to its designated island taking the necessary equipment along and sets up as instructed.



Formation Signals

Formation signals effectively and efficiently organize the children into location and position. If teaching the PE lesson outside, ensure that children are not looking directly into the sun and use markers to clearly indicate the boundaries of the play area.

1. "Listening Circle" (Hand Signal—Point with index finger to the floor near you while circling the other index finger overhead.) Run quickly and safely to cross-leg sit in the circle that I am pointing to and face me.



2. "Listening Comer" (Hand Signal—Cross your arms making the letter X, then point to the corner with your index finger.) Run quickly and safely to cross-leg sit in this corner and face me.

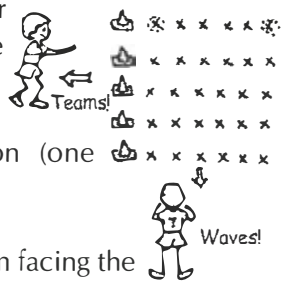
3. "Listening Line" (Hand Signal—Arms out stretched sideways as you stand near and facing line.) Use the boundaries of the play area. Immediately run and stand in a long line where I am pointing. Face me and space yourself arm's length apart. Now take giant steps across to the opposite side and stand on a listening line once there. How many giant steps did you take? Return to your listening line, again counting the number of steps.

4. "End Line" (Hand Signal—Arms outstretched to sides, with fingers of hand facing upwards.) Run safely and quickly to stand on end line that I am pointing to and face me. Check for good spacing.

5. Groups "2!", "3!" (Hand Signal—Indicate group size by showing that number of fingers, followed by the "Home" hand signal.) Children quickly sit in a group indicated by the number of fingers shown.

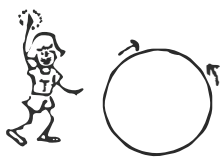
6. "Teams!" (Hand Signal—Both hands held out in front parallel to ground as you stand near a designated line.)

Children quickly fall in to their teams, with the captain at the front, and the co-captain at the end of each team. Everyone cross-leg sits in file formation (one behind the other.)

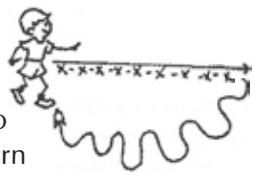


7. "Waves!" (Teacher moves from facing the file to position on either side as shown in diagram.) Children, in stand tall position, space themselves arm's length apart, with each wave on a designated floor line or 3 giant steps away from the wave in front.

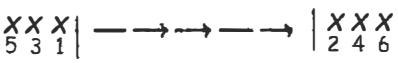
8. "Circle Up!" (Hand Signal—Hand raised overhand, circling in a clockwise or counter-clockwise direction.) Children run in one direction, single file, around the play area.



9. "Snake!" File formation. (Hand Signal—Listening Line hand signal, then point to line of direction, such as a wall.) Children quickly run to stand on the listening line, then turn to file formation (one behind the other), facing the direction teacher indicates. Children stay in this file order as they move.



10. "Shuttle!" Shuttle Formation. (Hand signal—Use the Team hand signal and then split the team into two groups.) Each team splits into two groups who stand in file formation, each half facing opposite the other, and spaced a designated distance apart.



Warming-Up Signals

The following examples provide warming-up signals that can be used at the beginning of your lesson. These signals continue to reinforce listening skills/alertness and reaction, spatial and body awareness, and enhance fitness through quality enjoyable beneficial activity.

1. "Home" Using your right hands, shake hands with 5 different children, then return "home" and shake all over like a wet dog coming out of the water.

2. "Scrambled Eggs! Walking" Walk forward, look carefully where you are going. "Iceberg!" Stretch TALL toward the sky. Walk quickly; walk slowly; quickly - slowly. "Iceberg!" Stretch WIDE! "Dead Bug!" Quickly lie on your back and wiggle your hands and feet in the air! Walk with big steps; walk with baby steps; walk with feet close together; walk with feet far apart. "Iceberg!" Stork Stand! (balance on one foot). Walk happily; walk angrily; walk frightened; creep quickly. "Iceberg!" Curl up into a ball, then slowly, very slowly uncurl and stretch tall. Walk in a straight line; walk in a zig-zag pattern; walk in a figure-8; walk in a circle. "Iceberg!" Touch 3 body parts to the ground.

3. "March!" March to music and clap your hands in time. "Iceberg!" March in place; march in a big circle; march in a rectangle; march backward; march together with a partner.

4. Try combinations of signals and watch the action!

"Scrambled Eggs! Running!" "Hit the Deck!" "Clear the Deck!"

"Scrambled Eggs! Slide-stepping" "Iceberg!" "Hit the Deck!"

"Scrambled Eggs! Skipping" "Clear the Deck!"

"Scrambled Eggs! Leaping" "Hit the Deck!" "Pencil Stretch!"

"Scrambled Eggs! Hopping" "Iceberg!" "Shake-Shake-Shake!"

Note:

The Signals Concept is a foundation strategy used in all the author's PE resources, including the *Ready-To-Use PE Activities Series K-9 and the Motor Skills Series (K-3), R-T-U Fundamental Motor Skills and Movement Activities/or Young Children, R-T-U. Motor Skills & Movement Station Lesson Plans for Young Children,* and the new *PE Teacher's Pre-Sport Skill Lessons, Activities & Games for Grades 4-6 and Kids With Zip,* published by Pearson Education USA (Prentice Hall, www.phdirect.com/education Parker Publishing Co., Paramus, NJ 07652).

Author's website: www.tuneuplifestyle.corr

Appropriate Practices for Elementary School Physical Education

by Michael P. Ernst

NASPE and COPEC have developed and disseminated a variety of position statements on physical activity and physical education. In this COPEC Corner, I wish to present information from the COPEC position statement on Appropriate Practices for Elementary School Physical Education. Within this document, COPEC presents five premises of physical education for children:

1. "The ultimate purpose of any physical education program is to guide children into being physically active for a lifetime" (COPEC, 2000, p. 5). Simply, students in elementary physical education should experience many diverse activities and develop a wide variety of movement competencies. Children who develop movement competency tend to become active adults.

2. "Children should engage in physical activity appropriately designed for their developmental levels" (COPEC, 2000, p. 5). Sport activities that are appropriate for adults (at least those who have mastered skills associated with the sport in which they participate) are not necessarily appropriate for children and youth. Children and youth must participate in activities that are appropriate for their stage of development. Kindergarteners are not developmentally ready to play a game of basketball. They are not developmentally able to master dribbling, passing, and shooting skills that are necessary for successful participation in a basketball game. For that matter, neither are many second or third grade students.

3. "Recess and physical education are important, but different, parts of the school program" (COPEC, 2000, p. 5). Unstructured free play that is gained during recess is of great value and may, in fact, enhance participation and learning in the classroom beyond providing time for physical activity participation. Children and youth need this unstructured time to gain needed physical activity and should be allowed to self-select participation during recess. On the other hand, physical education provides students with structured physical activity time that includes planned educational learning experiences with specific goals and objectives. Physical education provides opportunity "to increase the physical competence, health-related fitness, and self-responsibility that facilitate enjoyment of physical activity for all students" (COPEC, 2000, p. 6). Although similar in the sense that both recess and physical education class time involve time for physical activity, they provide children with very different and necessary outcomes.

4. "Physical activity and physical education are not the same" (COPEC, 2000, p. 6). The widely accepted definition of physical activity is presented by Casperson, Powell, and Christenson (1985): "any bodily movement produced by skeletal muscles that results in energy expenditure" (p. 127). This physical activity is considered the content of physical education. Physical education (taught by credentialed teachers) is the instructional program that focuses on getting students involved in physical activity.

5. "Physical education and athletic programs are different" (COPEC, 2000, p. 7). Athletic programs and physical education have historically been linked, and for this reason, there is still the assumption that physical education and athletics are one in the same. However, this is a false assumption. One of the primary differences between athletics and physical education is that athletics is voluntary. Physical education, conversely, is a required subject in the overall school curriculum. All students are required to gain instruction in physical education. Further, the focus of physical education is to provide all learners (from the gifted to the physically challenged) with a foundation of movement experiences they can use to be physically active for a lifetime. On the other hand, athletics is voluntary and has a primary focus on a high level of performance. Athletics is "designed for youngsters who have special skill and/or would like to specialize in one or more sports and refine their skills in order to compete with others of similar interests and abilities" (COPEC, 2000, p. 7). The COPEC (2000) appropriate practices position statement clearly outlines 23 appropriate practices for elementary physical education that I will not address at this time. Instead, I highly encourage review of the COPEC appropriate practices document. I don't believe that teachers purposefully select to follow inappropriate practices; instead, I believe that teachers (and administrators, parents, and students) are simply unaware of appropriate practices in physical education. In fact, I truly believe that elementary physical educators want to do what is best for their students and strive to meet students' needs. It is my hope (and ultimately the charge of both NASPE and COPEC) that by bringing attention to well established best teaching practices and, moreover, appropriate elementary physical education practices, I can assist teachers in doing what is best for children and youth. My motivation in this endeavor stems from the desire and will to lead children and youth in developing lifetime physical activity patterns that will lead to good health through participation in quality physical education programs.

The appropriate practices document can be ordered online at the AAHPERD Online Store www.aahperd.org.

References

Casperson, C., Powell, K., & Christenson, G. (1985). Physical activity, exercise, and physical fitness: Definitions and distinctions for health-related research. Public Health Reports, 100,126-131.

Council on Physical Education for Children. (2000). Appropriate Practices/or Elementary School Physical Education: A Position Statement of the National Association/or Sport and Physical Education. Oxon Hill, MD: AAHPERD Publications.

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NEW OPINION SURVEY DEMONSTRATES PERCEIVED BENEFITS OF PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

Adults believe physical education helps children:

- focus better, be more alert
- have more energy
- work well with others
- reduce stress and be healthier.

Those are among the findings of a new survey (October 2002) recently conducted by the National Association for Sport and Physical Education (NASPE).

- The majority of adults (84%) with children ages 6-17 have a positive perception about their child's physical education classes.
- Nearly three-fourths believe that physical activity and physical education will support learning in other subject areas, such as math, reading or science.

Adults feel their job performance is positively affected by being more fit because it gives them: more energy, greater mental alertness, reduces stress and allows for better time management. The majority of parents feel that participation in a sport or physical activity positively affects their child s self-esteem. A large majority of teens (85%) join adults in believing that their participation in sports or physical activity will help them stay out of trouble.

The perceived benefits of physical education, physical activity and participation in youth sports are very compelling, said Kim Graber, Ph.D., NASPE President and professor at the University of Illinois, Urbana/Champaign. Schools across the country need to capitalize upon the parents and teens enthusiasm and use them as advocates to improve the quality of every physical education program in this country.

The survey, which was conducted by Opinion Research Corporation International of Princeton, NJ, is based on interviews with a nationally representative sample of 1,021 adults (18 years of age and older, 50% male/50% female) and 500 teens, ages 12-17. The margin of error for the adult sample is + or - 3 percentage points; when broken into subgroups (those with children in the household) the margin of error is + or — 6 percentage points. The margin of error for the teen sample is + or - 4 percentage points. All interviewing was done from August 1-4, 2002.

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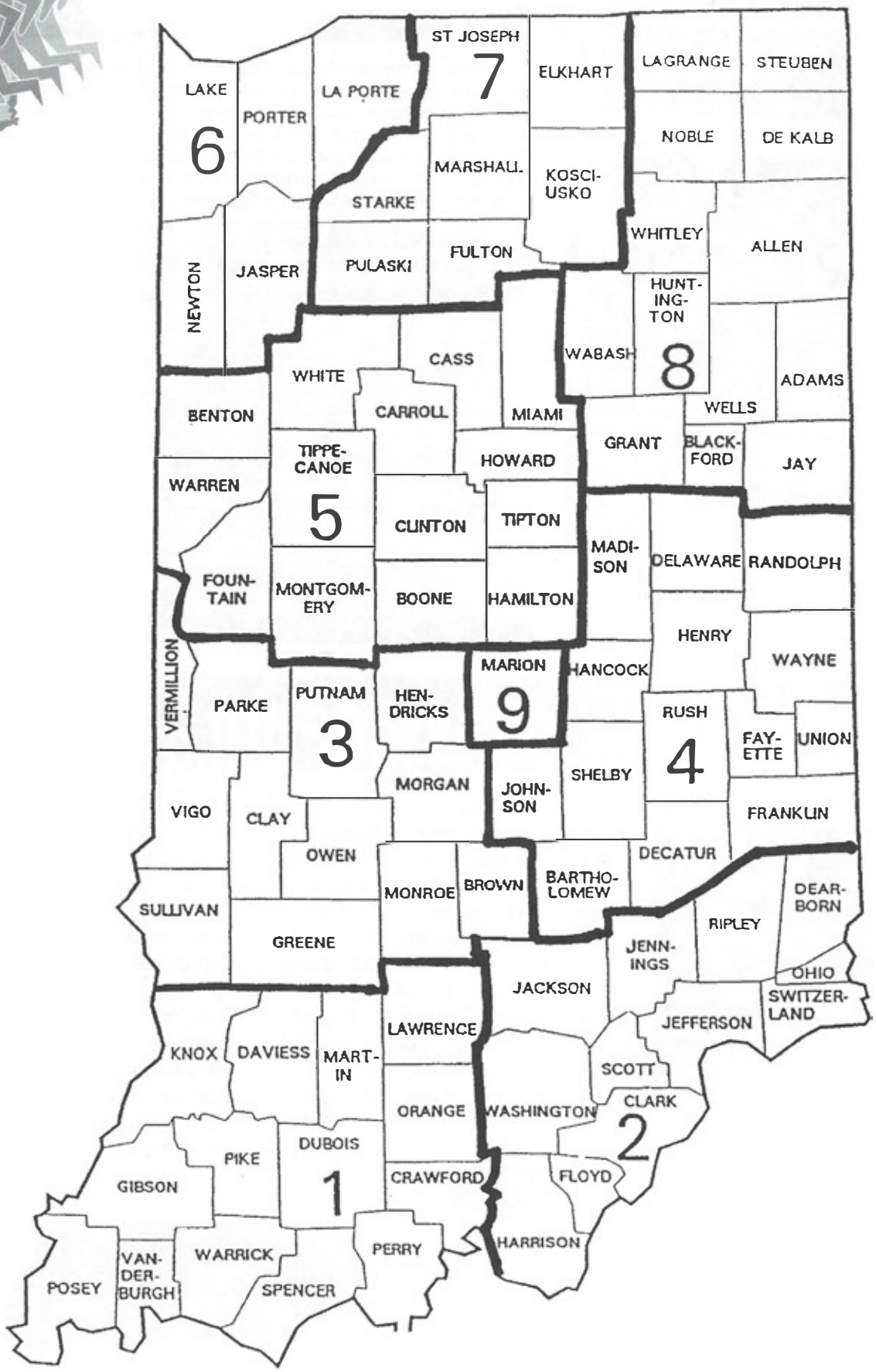

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