

INDIANA

Volume 32, Number 3

Fall Convention Issue

2003



Indiana Association
for Health, Physical
Education, Recreation
and Dance

*Active
Lifestyles:*



*Changing
the Shape
of Indiana*

Affiliated with American Alliance for HPERD

A H P E R D

JOURNAL

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 32, Number 3

Fall Convention Issues 2003

Indiana Association for Health, Physical Education, Recreation and Dance

Indiana AHPERD 2002-2003

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The **Journal** is published three times a year (Fall, Winter, Spring) by the Indiana Association for Health, Physical Education, Recreation and Dance, Ball State University, Muncie, IN 47306, (765) 285-5172. Third class postage paid at Indianapolis, Indiana. The Indiana Association for Health, Physical Education, Recreation and Dance is a professional organization serving education in these four and related fields at the elementary, secondary, college, and community levels. membership in IAHPERD is open to any person interested in the educational fields listed above. Professional members pay annual dues of \$20.00. Students pay \$10.00. Institutional rate is \$65.00. Make checks payable to IAHPERD Treasurer, c/o School of Physical Education, Ball State University, Muncie, IN 47306, telephone (765) 285-5172.

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Message from the President

Active Lifestyles: Changing the Shape of Indiana

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BSU adopted PE students presenting in 2002 Indiana AHPERD Convention. Looking forward to 2003.



Teaching at the 2002 Indiana AHPERD Convention. Looking forward to 2003.

Greetings to all member of IAHPERD!

With the beginning of a new school year, there is a sense of a fresh start, renewed vitality, reconnection with friends and challenges yet to be faced. Hopefully the summer months have provided a change of pace, more leisurely schedules and opportunities for relaxation and recreation. Our active lifestyles change with the seasons, too. We are still in the lawn mowing mode, but soon will move into the leaf raking routine. How wonderfully the circle of life draws us into renewal and continued growth, just by staying in the current.

IAHPERD has been full of life this summer. Our greatest amount of attention has gone to putting the finishing touches on our November state conference whose theme is "Active Lifestyles: Changing the Shape of Indiana." Mark your calendars for November 7 and 8, 2003. Come to the University Hotel on the IUPUI campus for two days of sessions ranging from clogging to exemplary programs. There will be adapted sessions, health, lots of physical education activity ideas, dance, and outdoor recreation. Learn ways colleagues are meeting state

standards, check out the latest information on coordinated school health programs, celebrate 30 years of Title IX, and 25 years of Jump Rope for Heart. Our keynote speaker will knock your socks off! We will have JoAnne Owens-Nauslar, Past President of AAHPERD give our opening remarks. She is a dynamo that you will not want to miss!

Another "summer project" for IAHPERD has been the reformatting of our webpage. Check out www.indiana-ahperd.org. We have a new look! The information is updated and the range has been expanded. There are many helpful links. All of the scholarship, grants and award information is there. Calendar, directories, operating codes... all there! We hope to shift some of the innovation for this site to our Technology Committee. If you have some ideas about how we can improve our site or make it more helpful, let us know.

On the horizon are several other projects that are gaining momentum. IAHPERD has entered into discussions with a statewide "Action for Healthy Kids" group. Many initiatives are being considered to raise awareness of citizens, change the health culture



Enjoying the 2002 Indiana AHPERD Convention. Looking forward to 2003.



Sharing at the 2002 Indiana AHPERD. Looking forward to 2003.

in schools, collaborate in efforts to sponsors events and programs that improve the health of school age children. At the state conference, several sessions are slotted to garner grassroots participation in Action for Healthy Kids projects and inform teachers about CDC resources.

IAHPERD will sponsor its second annual Shape Up Indiana Day on May 7, 2004 targeting fifth grade students. IUPUI will again be the site for a day of fun fitness activities. Last year the Indianapolis mascots Boomer, Spike, Slapshot, and Bowser entertained us. Over 400 5th graders completed wacky fitness activities to music, did an obstacle course, did kickboxing and played with parachutes and stretch bands aerobically. It was a great day. There is room this year for your students!

Lots of other “not so glitzy” activity has been happening this past summer. Kim Duchane has reviewed and revised all of our Operating Codes and Constitution and By Laws. Thanks, Kim! That was a tough job, and not always “fun.” Dave Anspaugh and Elise Studer-Smith are laying the groundwork for an Advocacy Workshop for the IAHPERD leadership team. What is an advocate, you say? It is “one who speaks for a cause, or on behalf on another.” IAHPERD is interested in advocacy to spread the good word about our programs. We want to tell legislators, school boards, principals, and parents how a healthy, active lifestyle makes a huge difference in the lives of Indiana residents... their children. If you’re interested, come to IUPUI September 27, 2003. The Advocacy group is also laying the groundwork for a Legislative Summit for January 2004.

Also, in the “not so glitzy” department has been the work or our IAHPERD committees. The Awards Committee has selected 13 persons to be honored at this year’s convention. The Scholarship

Committee has awarded 4 college students and two high school students IAHPERD scholarship dollars for school. The Mini Grant Committee has identified 4 more grant winners awarding over \$4,000 in money for programs. In process now, the Nominating Committee is seeking new persons for leadership positions in IAHPERD and the Finance Committee is updating the financial policies for the association.

Our IAHPERD renews itself each year with new programs and conferences. We welcome new persons to the councils, committees and regions. We look for ways to meet the changing needs of professionals, clients and students. We are active, energetic and passionate about making good health and activity a possibility for all those we serve.

Thanks to all the IAHPERD leadership team who has given generously of time and talent to make all these wonderful opportunities possible!

Finally, COME TO THE STATE CONFERENCE NOVEMBER 7/8, 2003! Barb Tyree and the program council has a diverse, entertaining, incredibly awesome line up of sessions. Oh.. ...and help spread the word: “Active Lifestyles DO Change the Shape of Indiana.”



Learning at the 2002 Indiana AHPERD Convention. Looking forward to 2003.

State of the Profession



NATIONAL CENTER FOR CHRONIC DISEASE PREVENTION AND HEALTH PROMOTION

CHILD OBESITY AND STRATEGIES FOR CHANGE

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A recent report released by the White House outlined ten strategies to promote healthy lifestyles in children. The nation's children have been found to be unfit and overweight. "In the short run, physical inactivity has contributed to an unprecedented epidemic of childhood obesity that is plaguing the United States. The percentage of young people who are overweight has doubled since 1980." The focus of this report was upon physical activity as the main strategy to gain control of this problem. The report encourages physical activity and fitness in young people through ten strategies as the means to attack the problem.

The report charged by the President to the Secretary of Health and Human Services and the Secretary of Education, designed the following strategies to "promote lifelong participation in enjoyable and safe physical activity and sports."

1. "include education for parents and guardians as part of youth physical activity promotion initiatives."
2. "Help all children, from prekindergarten through grade 12, to receive quality, daily physical education. Help all schools to have certified physical education specialists; appropriate class sizes; and the facilities, equipment, and supplies needed to deliver quality, daily physical education."
3. "Publicize and disseminate tools to help schools improve their physical education and other physical activity programs."
4. "Enable state education and health departments to work together to help schools implement quality, daily physical education and other physical activity programs.
With a full-time state coordinator for school physical activity programs.
As part of a coordinated school health program

With support from relevant governmental and nongovernmental organizations"

5. "Enable more after-school care programs to provide regular opportunities for active, physical play"
6. "Help provide access to community sports and recreation programs for all young people."
7. "Enable youth sports and recreation programs to provide coaches and recreation program staff with the training they need to offer developmentally appropriate, safe, and enjoyable physical activity experiences for young people."
8. "Enable communities to develop and promote the use of safe, well-maintained, and close-to-home sidewalks, crosswalks, bicycle paths, parks, recreation facilities, and community designs featuring mixed-use development and a connected grid of streets."
9. "Implement an ongoing media campaign to promote physical education as an important component of a quality education and long-term health."
10. "Monitor youth physical activity, physical fitness, and school and community physical activity programs in the nation and each state."

Obviously, commitment of resources, thinking and planning by various groups such as governmental, nongovernmental, local communities and the private sector will be needed to implement the strategies. A possible national and state coalition might be instrumental in promoting these strategies.

Several references might be helpful if you care to read further:

Corbin DB, Pangrazi RP, Physical Activity for Children: A statement of Guidelines, Reston, VA: National Association for Sport and Physical Education, 1998.

Freedman DS, Dietz WH, Srinivasan SR, Berenson GS. "The Relation of Overweight to Cardiovascular Risk Factors among Children and Adolescents: The Bogalusa Heart Study" *Pediatrics* 1999; 103:1175-82

Flegal DM, Carroll MD, Kuczmarski RJ, Johnson CL. "Overweight and Obesity in the United States: Prevalence and Trends, 1960 - 1994", *International Journal of Obesity*. 1998; 22(1):39-47.

The Criteria that Athletic Directors Use to Evaluate Successful Head Football Coaches' Effectiveness in the NCAA, NAIA, and NJCAA: A Comparative Study

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Getting into the collegiate coaching profession is an arduous and time consuming task, especially if an individual desires to be a collegiate head football coach. One must start out at the bottom in order to gain experience and then work one's way up. Once a head coach finally obtains the desired head coaching position, job security is in the hands of the athletic director. Each institution's athletic director requires that the head coach follow certain criteria. The National Collegiate Athletic Association (NCAA) is one specific athletic association that emphasizes fairness, sportsmanship, responsibility for ethical conduct, safety, and student welfare (NCAA, 2001). The National Association of Intercollegiate Athletics (NAIA) is another athletic organization that honors integrity and sportsmanship over win/loss records (NAIA, 2001). The National Junior College Athletic Association (NJCAA) yet another specific association, has its own coaching philosophy placing respect and sportsmanship above other standards (NJCAA, 2001). Each athletic association emphasizes certain criteria, but do athletic directors use this same criteria when evaluating their head coaches?

Even though head football coaches are evaluated each year by athletic directors, it remains ambiguous exactly how they are evaluated. Given the emphasis placed on winning in sport today, there is a need to learn how athletic directors are evaluating collegiate coaches.

In McClowry's (1996) study, one of the few found in the literature, he explored the criteria involved in the job performance evaluation of NCAA Division I-A and Division III head football coaches. McClowry identified 10 factors (i.e., compliance with NCAA rules and regulations, goals of football program, graduation rate of student-athletes, knowledge of sport, loyalty to institution, organizational ability, public relations, recruiting ability, role model, and win/loss record) that athletic directors from 106 Division I-A and 106 Division III prioritized in order of importance for the evaluation of their head football coach.

McClowry (1996) found that Division I-A athletic directors primarily evaluated their head football coaches by win/loss percentage and compliance with NCAA rules. For Division III athletic directors, the primary focus of

evaluation was on the knowledge of the sport, loyalty to the institution, and serving as a role model for student-athletes.

There are many coaching competencies that could and should be included in a formal evaluation process of coaches. According to Schwab and Iwanicki (1982), coaches are often unaware of exactly what criteria is used to evaluate their performance. A criteria list is constructed, primarily, to inform the coach of the items that will be included in the evaluation process. The evaluation process is intended to make the coach more effective at the job.

The purpose of this paper was to gather data from NCAA, NAIA, and NJCAA athletic directors concerning the criteria they use in evaluating their head football coaches and determine if differences existed across affiliation. After reviewing the literature, 16 criteria (see Table 1) were identified as important in evaluating head football coaches, but no information existed as to the priority of these 16 criteria when evaluating coaches.

Table 1

16 Criteria Used to Evaluate Successful Head Football Coaches' Effectiveness:

Loyalty to Institution	High Moral Standards
Enthusiasm for Coaching	Sportsmanship
Sense of Humor	Communication Ability
Goals of Football Program	Organization Ability
Win/Loss Record	Recruiting Ability
Knowledge of Football	Role Model
Graduation Rate of Student Athletes	Education
Compliance with NCAA, NAIA, or NJCAA Philosophy	Coaching Experience

Methods

The researcher, who used an adapted version of McCloskey's (1996) questionnaire, selected this questionnaire based on the review of literature. It consisted of 16 criteria that athletic directors use when evaluating the performance of a head football coach.

Participants were asked to prioritize the criteria from 1 (most important) to 16 (least important). There was one open-ended question that allowed the participants to offer additional criteria or comments. The questionnaire was sent to 50 athletic directors of the NCAA, 50 NAIA, and 50 NJCAA institutions whose football programs had been successful over the past five years. There was almost an even number returned and useable from each group (NCAA, $n = 31$; NAIA, $n = 31$; NJCAA, $n = 30$). A 66% response rate was achieved from two mailings.

Results

The athletic directors ranked high moral standards as the most important evaluation criteria. Interestingly, high moral standards was ranked as the most important criteria for the NAIA and NJCAA and as the third most important for the NCAA. In addition, recruiting, compliance with philosophy and knowledge of football were ranked as the next three in importance by the participating athletic directors.

The athletic directors ranked the variables of humor, education, and coaching experience as the least important criteria when evaluating their head football coaches. Humor was consistently ranked last by the athletic directors in all three conferences and the educational background of the coach was ranked as 15th (of 16) for both the NCAA and NJCAA.

The second research question examined if there were differences in the athletic directors ranking of evaluation criteria across associations. Seven of the evaluation criteria were observed to be statistically significant across the conference associations ($p < .05$) indicating a difference in priority by the athletic directors in the evaluation of their head football coaches; they were the variables of enthusiasm, win/loss record, graduation rate, compliance with philosophy, high moral standards, role model, and coach's educational background.

Discussion

In the first research question, the researcher wanted the athletic directors to identify, in order of importance, the criteria utilized when evaluating their head football coach. A coach with high moral standards was ranked as the most important criterion.

Athletic directors appear to be looking for head coaches who will best represent their institution (Sabock, 1991). Several athletic directors through their written comments have mentioned that they do not want a head coach who could embarrass their school. Head coaches could embarrass their institutions by using profanity in public, lying about their credentials, losing their tempers in public,

and physically or mentally abusing players. In addition, the head coach must live by high moral standards because he has a great deal of influence over young impressionable minds (Pflug, 1980).

Recruiting ability, compliance with philosophy, and knowledge of football were also important when it came to evaluating their head football coaches. Recruiting was observed to be the second most important criterion when evaluating head football coaches. To recruit prospective student-athletes, a coach must be a good communicator, listener, organizer, and an honest role model. A coach must possess superior communication skills so that he may effectively and professionally communicate with the potential student-athletes and their parents (Pflug, 1980). Honesty is an essential criterion for a coach because respect is earned through being an honest role model and respect will determine a coach's level of effectiveness on and off the field (Sabock, 1991). Recruiting is very competitive and it is a skill which can have a significant impact on one's program. A coach who can recruit can bring in excellent student-athletes thus making a positive impact on a team's win/loss record and ultimately resulting in more revenue for the school.

Compliance with the athletic association's philosophy was also ranked important by the athletic directors. This finding was supported by Pflug (1980) who reported that a coach's adherence to the particular institution's policies and philosophy was important. The coach's philosophy needs to mirror the school's philosophy. A coach who follows the philosophy of the organization helps to retain its positive image in the public's eye. Knowledge of football (i.e., expert in skill and teaching technique of football) is important; Pflug (1980) noted a coach cannot coach a game if he does not know it very well. A head coach must have a thorough knowledge of all phases of the sport in order to organize and supervise the program properly and efficiently (Sabock, 1991).

As several athletic directors stated, all the criteria are important and just because they ranked one of them an 8th in importance and another 12th in importance, they still valued both criteria and believed that many of them needed to be done well in order to be an effective head coach.

The second research question examined if there were any differences in the evaluation criteria that athletic directors use in their evaluation process by association. Although NCAA, NAIA, and NJCAA athletic directors' value the aforementioned criteria overall, there were several statistically significant differences among the three athletic organizations.

Profile of NCAA Athletic Directors' Rankings

Of the 16 criteria, the participating NCAA athletic directors identified compliance with the NCAA philosophy, win/loss record, and high moral standards as three of the most important criteria when evaluating their head football coaches. Least important were humor, education, and role model.

When evaluating one's head coach, the NCAA athletic directors ranked win/loss record, compliance with the NCAA philosophy, and a high graduation rate of student-athletes significantly different from the rankings of the other participating athletic directors. Win/loss record was ranked more important for NCAA athletic directors than for NAIA or NJCAA athletic directors. Compliance with association philosophy and graduation rate of student-athletes were ranked more important for NCAA than NJCAA athletic directors. What these findings suggest is that a head coach that wins, follows the NCAA philosophy, and has a high student-athlete graduation rate is very important to the institution.

Perhaps one reason why win/loss record is important for NCAA athletic directors is because winning brings money and prestige to the school (McClowry, 1996). Head coaches who do not produce winning records are fired (Sage, 1987). For instance, Bill Lynch who compiled a 37-53 coaching record at Ball State University is now the former BSU head football coach (Zaleski, 2002). According to Bubba Cunningham, BSU's athletic director,

Bill has brought in good students and good people to Ball State. He has taken an active role in their development as student-athletes, and has supported their academic interests while encouraging good citizenship. These are expectations we have for all of our coaches in all of our sports. However, we also expect to excel on the field. In football we have not achieved the success we had hoped we would. (Zaleski, p. 1A)

Coaches are no longer seen as coaches, but more like entrepreneurs of their sport (Cashmore, 1990). Those who do not win will not have a job very long (McClowry, 1996; Sage, 1987). The firing of BSU's football coach would support the findings of this study that a Division-1 head football coach's performance evaluation is based primarily on winning percentage.

Compliance with the philosophy is important because observing and following the rules characterizes the institution in a positive way (Appenzellar, 1985). The NCAA's philosophy is one of "only the highest standards of sportsmanship and conduct" (NCAA, 2001, p.1). The NCAA emphasizes fairness, sportsmanship, responsibility for ethical conduct, safety, and student-athlete welfare. The NCAA athletic directors prioritization of evaluation criteria appears to contradict the NCAA philosophy when evaluating then head coaches.

Graduation rate of the student-athletes was rated very important by NCAA athletic directors because-if the student-athletes are not making the grades, then they are not eligible to play and if they cannot play, they cannot have a winning season. As previously mentioned, if head coaches do not have winning seasons then they will be terminated. The graduation rate of student-athletes is also rated highly because it will impact a coach's ability to recruit; and recruiting will impact the win/loss record; and the win/loss record will ultimately impact a coach's job.

Due to the fact that NAIA and NJCAA athletic directors did not rate win/loss as a major criterion, graduation rate of student-athletes appears not to influence their jobs as it would NCAA head football coaches. In addition, many student-athletes at junior colleges do not receive degrees at the particular institution, but transfer to four-year institutions to pursue a degree. As one NJCAA athletic director stated, they deem student-athletes successful if they get a degree from their institution or if they transfer to a four-year institution.

In addition to the scored responses reported for each of the criteria, the NCAA athletic directors were also offered the opportunity to mention additional criteria and make comments to further explain their evaluation process. Several of the NCAA athletic directors reported that they deem commitment to the overall development of the student-athletes as very important. One athletic director used the following example. If the head coach ranked positive in 15 of the criteria, but finished 0-10 for the year, he would not be able to stay, but if he finished 10-0 and ranked negative in the 15 criteria, he still would not be able to stay. According to a few NCAA athletic directors, it is all "a numbers game" (e.g. win/loss records, graduation rates, NCAA rules compliance).

Profile of NAIA Athletic Directors' Rankings

Of the 16 criteria, the participating NAIA athletic directors identified high moral standards, recruiting, and enthusiasm as three of the most important criteria when evaluating their head football coaches. Least important were humor, win/loss record, and education.

Recruiting relies on a coach's high moral standards. Sabock (1991) mentions that student-athletes respect coaches with high moral standards and this respect will determine a coach's level of effectiveness on and off the field. In order to attract talented athletes to a particular football program a coach must be honest with the potential recruits. Football programs need great student-athletes and in order to recruit those types of athletes, a coach must be trustworthy or the students will eventually lose respect for the coach. Recruiting is a very important part of a football program. A coach cannot build a successful program without talented student-athletes.

In addition, character of the student-athletes, community involvement, and high moral standards (specifically Christian principles) were all suggested as important criteria for evaluation by the written comments of several athletic directors. The NAIA athletic directors wanted to see a spiritual emphasis develop from within their program and one cannot do this without having a head coach with high moral standards. If institutions claim a certain religious affiliate, then the individuals who comprise the school are expected to display a certain degree of morality.

When evaluating one's head coach, the NAIA athletic directors ranked enthusiast significantly different from the rankings of the participating NCAA athletic directors. The participating NAIA athletic directors placed

more importance on a coach's enthusiasm than NCAA athletic directors placed on the same variable. NAIA athletic directors were concerned with a coach's enthusiasm for coaching rather than his win/loss record. According to written comments from some of the athletic directors, if a coach is not enthusiastic, then all of the other criteria would eventually break down.

The NAIA athletic directors' ranking of win/loss record was also significantly different from that of the athletic directors in the NCAA. The NAIA's philosophy is "to create an environment in which every NAIA student-athlete, coach, official, and spectator is committed to the true spirit of competition through respect, integrity, responsibility, servant leadership, and sportsmanship" (Champions of Character, 2001, p.1). By ranking win/loss record as a criterion of less importance in comparison to the other criteria this finding is consistent with the NAIA's philosophy. One variable ranked more important than win/loss record was the graduation rate of the student-athletes. It is the philosophy of NAIA to provide a well-rounded liberal arts education to its students and a winning athletic program is not a major source of pride, financial gain or prestige for these institutions (McClowry, 1996). Therefore, winning is not as imperative. NAIA members believe in using sport informally as a vehicle for character development; therefore they are more concerned with their student-athletes' character versus their student-athletes' athletic performance, unlike NCAA members, but similar to NJCAA members.

In addition to the scored responses reported for each of the criteria, the NAIA athletic directors were offered the opportunity to make additional comments to further explain their evaluation process. Similar to the NCAA athletic directors, the NAIA athletic directors emphasized the development of players in all areas of their lives (i.e. caring for players as people).

Another common concern was the difficulty in ranking the criteria because most them are equally important; many felt that one cannot be an effective coach without all 16 criteria. In general, NAIA athletic directors appear to follow the NAIA philosophy because they expect their coaches to represent their institution on the highest possible level while focusing on the student-athletes as developing individuals, both on and off the athletic field.

Profile of NJCAA Athletic Directors' Rankings

Of the 16 criteria, the participating NJCAA athletic directors identified high moral standards, role model, and recruiting as three of the most important criteria when evaluating their head football coaches. Least important were humor, education, and win/loss record.

When evaluating one's head coach, the NJCAA athletic directors ranked high moral standards and role model significantly different from the rankings of the participating athletic directors. High moral standards was ranked more important for NJCAA athletic directors than for NCAA or NAIA athletic directors. Role model was ranked

more important for NJCAA athletic directors than NCAA athletic directors. The findings suggest that NJCAA athletic directors are more concerned about the character (the head coach and how that reflects to the student-athletes, the institution, and the community).

Small college athletics, NAIA and NJCAA football programs, do not have the emphasis on winning as do NCAA institutions (McClowry, 1996); therefore NJCAA athletic directors ranked a head coach's high moral standards and image as a role model as important criteria during the evaluation process. The NJCAA philosophy does not mention anything about maintaining a winning record. NJCAA members do not want a head coach that wins-at-all-cost. They would rather have a coach that will be a positive influence over his players rather than have a consistent winning record. This finding is consistent with the NJCAA's philosophy which stands for the highest ideals in sportsmanship and emphasizes the positive character of a head coach. According to the NJCAA athletic directors' responses, a head football coach who mirrors the NJCAA philosophy is valued beyond a head coach that consistently wins yet has a negative impact on his student-athletes.

The NJCAA athletic directors were offered the opportunity to make written comments explaining their own evaluation process or to add additional criteria to the list of evaluation criteria. As NCAA and NAIA athletic directors mentioned, the NJCAA athletic directors would add the welfare of the student-athletes as an important criterion in the evaluation of head football coaches. Many athletic directors wanted a coach who would reflect favorably on the institution; one with charisma, enthusiasm, and high morals. When it comes to winning percentages, NJCAA athletic directors want their football programs to be competitive, but not at all costs.

Many of the head football coaches at Junior Colleges are full time faculty members and their evaluation is tied to those positions (i.e., based more on academics, committee participation, advising, etc.), but, as suggested by a few athletic directors, if the coaching positions were separate they would use the 16 criteria to evaluate their head football coaches. Similar to NCAA and NAIA athletic directors, many of the NJCAA athletic directors found the 16 criteria to be pretty inclusive, therefore finding it extremely difficult to prioritize them 1 to 16. The majority of NJCAA athletic directors found that all the criteria mentioned were important for evaluating head football coaches.

Conclusion

The primary purpose of this research paper was to identify the criteria athletic directors use when evaluating their head football coaches at the NCAA, NAIA, and NJCAA levels. The secondary purpose was to compare this criteria across the three athletic association affiliations. Overall the 16 criteria appear to be inclusive of the criteria most athletic directors used to evaluate their coaches. Athletic directors look for several things when evaluating a head

coach. The findings of this study would suggest that athletic directors of successful football programs value high moral standards, recruiting ability, compliance with philosophy, and knowledge of football when it comes to evaluating their head football coaches. The NCAA athletic directors prioritization of evaluation criteria appears to contradict the NCAA philosophy when evaluating their head coaches, however, the prioritization of criteria for NAIA and NJCAA is consistent with their philosophies. There were some differences by association. Based on the athletic directors rankings the NCAA athletic directors would retain a football coach who wins, complies with the NCAA philosophy, and has a high graduation rate. In comparison, NAIA and NJCAA athletic directors ranked several other criteria as more important than winning. The NAIA athletic directors would retain a highly enthusiastic coach and the NJCAA athletic directors would retain a coach who has high moral standards and who is a positive role model.

Future head football coaches must realize that there are many important responsibilities that will be expected of them. With the findings of this study, though, the criteria of each athletic association is made known. These coaches can use this information to make the best selection on their future head coaching position. Would they rather work for an institution that emphasizes high moral standards or winning records? Current head coaches can use the data to decide if they are coaching at the "right" institution for them or they can amend their philosophies to more fully fit the expectations of their current institution. In addition, athletic directors can use the information from their fellow peers to decide if their evaluation process serves their purposes or if they could use this new information to make changes to their current evaluation procedures, allowing for a more effective evaluation of their head football coaches.

Suggestions for Future Research

The following recommendations for future research are:

1. In future research, additional criteria should be included besides the 16 items identified in this study because from the written responses of the athletic directors they deemed the criteria of student-athlete welfare/development and of team player as important evaluation criteria.

2. A new study could include a questionnaire with a description of each criteria that is to be prioritized because a definition of each criteria would help clarify what each criterion includes.

3. A new study could include how the student-athletes rate their head coaches' effectiveness because researching how student-athletes evaluate their head coaches could possibly lead to other evaluation criteria not mentioned before.

4. A new study could include personal interviews with athletic directors to gain a more in-depth analysis of the evaluation process.

5. A study of collegiate head coaches could be done to determine what they believe the most important evaluation criteria of head coaches should be to see if the athletic directors' evaluation criteria aligns with the head coaches' evaluation criteria.

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Reprinted Article

Interdisciplinary Learning Connecting Physical Education and Math

by Virginia Usnick, Rikki Lyn Johnson, and Nicole White

Reprinted with permission, Teaching Elementary Physical Education, 14:3, July 2003, p.20-23

[Scene: Around the teachers' lunch table at an elementary school.]

Exasperated first-year teacher: Did anybody read the memo about all the new stuff we're supposed to teach in math? I'm having enough trouble covering what's in the books NOW. How am I supposed to squeeze in all this new stuff?

Experienced teacher one: Ignore it. I've found that if you wait long enough, things will change back to the way they were before. They never give things enough time to make a difference. Just go into your classroom, close the door, and teach what you want to teach.

Experienced teacher two: I used to get frustrated about all the changes too, but then I attended a workshop on integrating content. I started looking at what I already do, and whether I could integrate the new topics with ones I already cover. You know the old saying about killing two birds with one stone? Sometimes I start a math lesson with a piece of children's literature and let the story act as a springboard into the math concepts.

Physical education specialist: I've heard there are lots of processes, concepts, and skills that exist in more than one content area. Have you ever considered integrating with physical education?

Experienced teacher two: I've taught some lessons that overlap content areas. For example, I've had students find similarities and differences between two stories and helped them see that the ability to identify how stories are the same can be used to identify how geometric shapes are the same. But I've never thought about integrating my classroom topics with PE.

1989). In the scenario above. Experienced-teacher two's use of children's literature as springboards into math lessons is an example of the form of integration called "connected" (Cone, Werner, Cone, & Woods, 1998). In this model, the content of one discipline sets the stage to learn about the content of another discipline. This particular type of integration is growing in popularity as evidenced by the number of such sessions at professional development conferences in recent years. In fact, "Principles and Standards for School Mathematics," a document published by the National Council of Teachers of Mathematics (2000), presented "Connections" as one of its five process strands. The Council strongly recommended that connections between mathematics and other content areas, including physical education, be identified and supported. Additionally, the National Standards/or Physical Education (National Association for Sport and Physical Education, 1995) suggested that physical education programs must begin to relate physical education material to other subject areas.

While professional organizations call for connections between and among content domains, classroom teachers and physical education specialists may need help identifying topics in mathematics and physical education that provide opportunities to integrate the domains. Additionally, communication between classroom-based teachers and physical education specialists is mandatory for integrated curricula to be effective.

Many lessons purporting to connect mathematics and physical education focus on the use of numbers and measures in a physical education setting (e.g., times for running the 100-metre dash). However, other connections, potentially more powerful, exist. These lessons use content common to both domains and are categorized as examples of "shared" curricula (Cone, et al., 1998). Such a connection exists when one considers concepts of geometry and spatial sense. (For a discussion relating mathematics to physical education through spatial sense, see Lambdin & Lambdin, 1995 or Nilges & Usnick, 2000.)

As classroom teachers, we have found numerous connections between mathematics and physical education. For this article, we chose to discuss two, which involve

Integrated Curriculum

For over a decade, American educators have been discussing concepts related to integrated curricula (Jacobs,

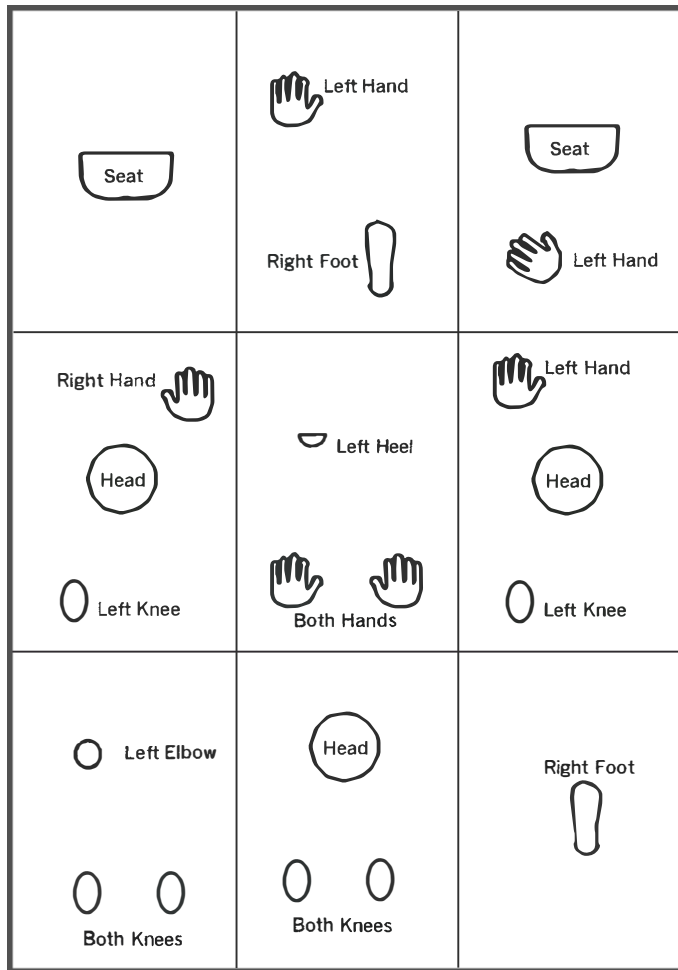


Figure 1—Sample balance mats.

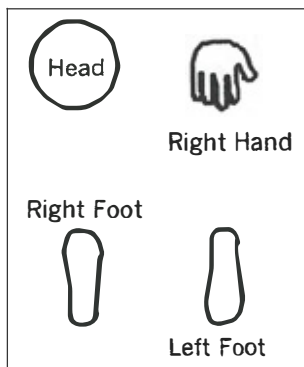


Figure 2—Relatively impossible placement.

spatial sense and geometry, and one, which involves arithmetic and statistics. Our lessons are written so that either a classroom teacher or physical education specialist may teach them. Ideally they would be taught by a team composed of both.

Balance Mats, a K-2 Lesson

A lesson for grades K-2 that allows students to explore self-space while developing concepts related to symmetry and reflection is one we call "Balance Mats" (see Table 1). We have made balance mats by taping shapes

Table 1—Balance Mats: Lesson Plan for Grades K-2

Goal: An understanding of symmetry through reflection

Objectives:

- Use words indicating location (e.g., above, in front of, behind, below).
- Describe position of self (and body parts) in general space and personal space.
- Demonstrate symmetry through copying and mirroring.
- Maintain momentary stillness bearing weight on a variety of body parts.
- Perform nonlocomotor movements (e.g., bend, twist).

Equipment: Balance mats, one for every pair of students

Safety: Students should be aware of others working relatively closely and position of arms and legs. Mats should be placed 4'-6' apart.

Procedure:

1. Provide time for students to explore and practice with mats, which have been spread out.
2. Ask students questions about the mats (e.g., Who has a mat that uses only one foot? Whose mat uses a head? Who has a mat where the hands or feet are along side each other?).
3. Tell students to decide between themselves who will be the "position maker" and who will be the "copy-cat." The position maker places his/her body to match the requirements of the balance mat. The copycat will place his/her body to make an exact copy of the position-maker. Choose a pair of students to demonstrate positioning and copying.
4. As students are positioning themselves, call attention to placement of parts not identified on the balance mats. Partners need to have hands, feet, legs, arms, etc. in exactly the same position and orientation.
5. Have students move to the next mat and trade jobs.
6. Choose two students to demonstrate positioning and "mirroring." Have one student position his/her body to match the requirements of a balance mat. Lead a discussion of which body parts are touching the mat; be specific about which side of the body is being used (e.g., the right hand, the left foot, the right heel).
7. Tell the other student to pretend the first student is looking into a mirror and to position him/herself just like the body in the mirror. Again, discuss body parts: If the first student has the right hand down, which hand should the mirror image put down? In some cases, the teacher may need to be the "copycat."
8. Allow students time to use several balance mats. Vary the activity by having students stand side-by-side, facing each other, back-to-back. In each case, they should think of the mirror as being between them with the position-maker being "in front of the mirror" and the image being "behind" or "inside" the mirror.

Assessment:

1. Notice whether students have developed balancing abilities. Can they balance on small body parts or only large body parts?
2. Is it easier for a student to copy someone else's position or to mirror it?
3. Are students paying attention to placement of body parts not on the balance mat? Do they use correct vocabulary to describe placement of body parts (e.g., the foot is behind the hand)?
4. Do students use correct vocabulary to describe which parts are involved (e.g., right or left hand)?

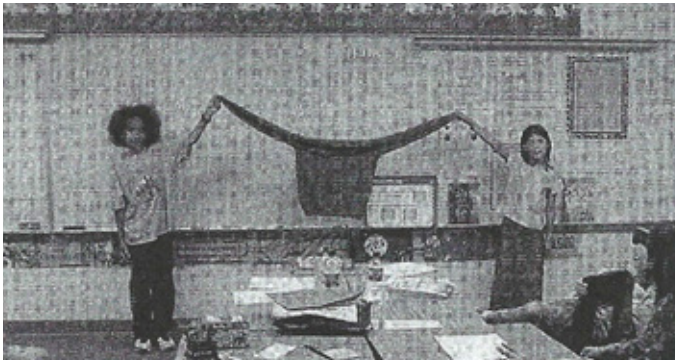


Figure 3—Demonstrating symmetry with an object.

Table 2 —Geo-Dancing: Lesson Plan for Grades 3-5

Goal: Develop an understanding of spatial concepts, symmetry and sequencing

Objectives:

- Demonstrate use of self-space and general-space through movement.
- Model symmetrical/asymmetrical body positions during locomotor and nonlocomotor movement.
- Use objects to model symmetry.
- Develop movement sequences to demonstrate various spatial relationships.

Materials: Objects (balls, books, sweaters, etc.), CD-player and music

Procedures:

1. This lesson is taught over several days with each new concept being added to those already covered. For some concepts, the teacher may model the movement(s); for others, students could do so. Students work in pairs.
2. Each new concept should be presented in the following manner:
 - (a) The teacher or a pair of students models the concept(s). Concepts should be modeled using locomotor movement and non-locomotor movement.
 - (b) Students are given time to practice the concept(s) with a partner.
 - (c) With a partner, students develop and perform 10- to 15-second sequences. After the first session, sequences should incorporate concepts from all previous sessions.
 - (d) Each performance is debriefed by having students discuss how the concepts were incorporated into the sequence.
3. Spatial concepts could be presented in the following sequence:
 - (a) direction (up/down, right/left, clockwise/counterclockwise)
 - (b) pathways (straight, curved, zigzag)
 - (c) spatial relationships between one's body parts (symmetrical/asymmetrical)
 - (e) spatial relationships with objects (near/far, under/over)

Assessment:

Alone or in pairs, students perform a sequence (no longer than one minute long) choreographed to music provided by the teacher. Sequences must include (a) at least one of each session's concepts, (b) locomotor and nonlocomotor movement, and (c) an object of some sort in at least one part of the sequence (e.g., balls, books, or even a sweater). Students should write down how many counts they will perform each concept (e.g., 8 counts, 16 counts, etc.) and in what order they will perform the concepts. Modifications can be made in number of required components and/or length of the sequences.

representing body parts (e.g., feet, hands, knees, head, elbows) to 24 x 36-inch newsprint. Figure 1 shows several sample mats.

Each mat requires decisions about how to use self-space, where body parts are in relation to each other, and how to hold some body parts off the mat. Students practice problem-solving skills when they determine how they should orient their body to satisfy the placement of body parts on each mat. During this exploratory phase, teachers should ask questions that focus students' attention on spatial concepts (e.g., "Which mats can be done while keeping your head 'high'?" or "Which mats must you balance with your hands and feet 'alongside' each other?"). Teachers should also help students realize that some placements are easier than others and some may be extremely difficult, possibly even impossible without doing damage to the body (see Figure 2).

We have used these mats with kindergarten, first, and second grade students. Some students have needed to stand on the mat and match their body parts with those on the mat. Others have been able to meet the placement requirements by looking at the mat but working alongside it. It was common for students to challenge each other to see who could hold a particular body placement the longest.

Once students have worked with the balance mats, the mats can be used to explore axial symmetry (reflecting across a line). In elementary grades/ students often explore this form of symmetry simply through paper-folding activities. These activities lead to a limited understanding of symmetry. For example/ students may think symmetry can only exist within a shape/ that is/ when one-half folds onto the other half. The "Balance Mat" lesson provides students the chance to explore symmetry "between" objects.

Working with the balance mats is largely a spatial task. Many mathematics educators emphasize the development of spatial abilities because they believe that children with strong spatial abilities are better prepared to learn geometric, measurement, and number tasks (Nilges & Usnick, 2000). At the same time, spatial awareness is a large component of learning in the elementary school physical education program given that all movement takes place in space. We believe this lesson nicely integrates content that will help students better master not only the standards for school mathematics (NCTM, 2000) but also standard one and standard two of the National Standards for Physical Education (NASPE, 1995).

Geo-Dancing, a 3-5 Lesson Plan

We see the Balance Mats activity as a precursor to our geo-dancing activity (see Table 2), which spans several days of instruction. In the geo-dancing lessons, students ultimately create a sequence that demonstrates spatial awareness and symmetry while incorporating movement and objects (see Figure 3). This series of lessons allows students to work on critical mathematical skills in an active

Table 3—Heel-to-Toe Run: Lesson Plan for Grades 6-8

Goal: Develop understanding of use of mathematics in physical education.

Objectives:

- Evaluate formulas (specifically $d = rt$) and algebraic expressions for given values of a variable.
- Gather and organize data and calculate averages.
- Demonstrate a mature form of a locomotor skill (heel-to-toe movement).
- Analyze personal movement pattern.
- Demonstrate understanding for differences among people in physical activity setting.

Materials: Trundle (measuring) wheel marked in feet, cones for marking ends of track, 2 stop watches for each track, sheets with charts for recording runners' times, sheet with tables for recording calculated rates for each runner, level running area.

Procedures:

Day one:

1. Students measure tracks each 20 yards in length. Mark each end of the track with cones.
2. Divide the class into teams of four. Assign two teams to each track. Teams will take turns recording times for the other team.
3. Teams practice "running" with heel-to-toe motion and using the timers.
4. Students navigate the tracks using heel-to-toe motion until all students have run and times for individual runners have been recorded.

Day two:

5. List time for each runner on the board or overhead by teams.
6. Determine each team's average time (add the times for the four team members and divide by 4).
7. Use the $d = rt$ formula to find each runner's rate in feet per second (fps). Distance will need to be changed to feet (20 yards + 20 yards = 40 yards; 40 yards x 3 feet = 120 feet). Time will need to be changed from minutes and seconds to seconds only. Rate in feet per second is found by dividing distance by time (120 feet by time in seconds).
8. Discuss factors, which may explain differences in rate (e.g., bigger shoes mean fewer steps need to be taken or balance differences). Students can also repeat this activity with each group using a different locomotor pattern (e.g., skip, gallop, hop, slide, jump). The teacher should then discuss how any differences in rate that is observed might be related to the nature of the locomotor pattern used.

Assessment:

Have the students respond to the following questions:

1. Joe is a runner for the City Wide Track Team. In the last meet he ran a 100-yard track in 21.63 seconds.
 - (a) What is his rate in feet per second (fps)?
 - (b) What would his time have been if the track was half as long and he ran ten seconds faster? What would be his new fps?
2. Susie runs for Parks Track Team'. In five races she has the following times for the 100-yard dash: 20.6 sec., 25.32 sec., 20.04 sec., 15.65 sec., 14.95 sec.
 - (a) What is her average time?
 - (b) Jane has an average time of 19.50 seconds for running the 100-yard dash over fifty races. If you were the coach, which runner would you pick for the next race and why?
3. Repeat activity for five consecutive days. Use the $d = rt$ formula to find the average runner's rate each day in each group using feet per second (fps). See what group can increase their rate based on feet per second the most dramatically over a five-day period. Discuss the role of both fitness and effort in achieving this.



Figure 4—Heel-to-toe runners.

environment. For example, solving problems that involve complex operations (e.g., long division) is dependent on both spatial awareness and the ability to sequence computation order. Students must be able to move left to right and up and down when computing a problem on paper. We noticed that students who had been struggling with the use of spatial concepts and sequencing in the math classroom flourished when they could physically demonstrate their understanding through movement. After completing the activity, students were also pointing out symmetry and other spatial concepts during recess and other academic lessons such as art.

Heel-to-Toe Run: A Lesson for Grades 6-8

It is expected that by the time students enter the middle grades, they have developed a strong conceptual understanding of arithmetic. By the end of seventh grade, they are expected to have mastered computation with whole and rational numbers. As they enter the eighth grade/the curriculum suggests application of these skills to real world situations. For our movement-based lesson (see Table 3), eighth-grade algebra students investigated formulas after collecting data from a physical activity (see Figure 4).

From the students' point of view, we were not doing math. Little did they know they were actively involved in "doing mathematics." In order to time the runners, they had to learn how to use and read a stopwatch. Measurements involving tenths of seconds provided opportunities to apply decimals. Using feet and yards rather than the metric system provided students who still have difficulty with these lengths an opportunity for review in a non-threatening atmosphere.

Back in the classroom, we connected what we had done outside to the symbolism of mathematics. Some students encountered difficulties when they had to convert yards to feet. They weren't sure whether to multiply or divide by 3. But the formula of $d = rt$ (distance equals rate times time) became meaningful because they had experienced the distance, logged their times, and calculated their rates (how far they traveled divided by their number of seconds). Each of the variables d , r , and t was connected to a real-life experience. In a follow-up lesson, students could design an obstacle course and time each

other through the course. Class discussions could focus on factors that influence the time it takes to complete the course. Noticing similarities and differences among the courses may help students notice similarities and differences that exist within mathematics (e.g., among word problems or geometric shapes).

Conclusion

Students were excited to do something outside our normal classroom routine. Their comments lead us to believe that these types of activities are effective in helping students make connections between mathematics and physical education, both by using mathematics as a tool (as in the lesson for the algebra students) and by understanding that some concepts exist in both domains (as in the lessons involving symmetry and spatial concepts). The physical component of the lessons provided an opportunity for some of the lower academically achieving students to shine. Some students even referred to this type of instruction as "physical math." Others commented that they hadn't realized they could have fun in a math class. When students are shown connections between content areas, their understanding and appreciation of mathematics should become richer and they may be less likely to ask the question, "When am I ever going to have to use this?"

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Reprinted Article

Interdisciplinary Learning Children's Literature and Dance

by Inez Rovegno

Reprinted with permission, *Teaching Elementary Physical Education*, 14:3, July 2003, p.24-29

The lesson activities described in this article grew out of an earlier article in *Teaching Elementary Physical Education* by Theresa Purcell-Cone. Purcell-Cone (2000) described her ideas for using children's literature in dance lessons and she suggested several children's books that could be appropriate for such lessons. I took one of her suggestions. *In the Small, Small Pond* by Denise Fleming, and built a series of dance lessons for grades 1 and 2. This article presents a range of possible ideas and tasks for such lessons. From these suggestions, teachers can build lesson plans that best meet their curriculum objectives.

Criteria for Selecting Children's Literature

I selected *In the Small, Small Pond* for three reasons. First and foremost, the book provided a way to teach substantive dance content in support of the National Physical Education Standards 1 and, especially, 7. Although I am a strong proponent of integrating classroom subjects with physical education, I believe the integration should not trivialize physical education content. The dance lesson activities help children improve their competence in creative dance (standard 1) and have the opportunity for self-expression (standard 7), critical dimensions of being a physically education person. Second, *In the Small, Small Pond* gives children an opportunity to learn and express through dance their ideas about animal and insect life in a pond, topics of great interest to children. Movement is a way for children to come to a deeper understanding of important topics and vocabulary; that is, movement is a way for children to become more "literate" about the world. For example, children can understand "herons" (one animal portrayed in *In the Small, Small Pond*) in a deeper way having danced using the movement qualities of slashing and plunging inspired by the illustrations of a heron catching a fish. These aspects of literacy align lesson activities with English Language Arts Standards 1, 3, and 12 developed by the National Council for the Teachers of English and the International Reading Association (1996). In particular, lesson activities help children acquire new information, (standard 1), apply a range of strategies to

comprehend and appreciate texts (standard 3), and to use visual language for learning, self-expression, and exchange of information (standard 12). Third, the book is superbly illustrated and won a Caldecott Honor Award for the quality of its illustrations.

Steps in Planning the Lessons

Step 1: Reading the Story. To develop the lessons, I began by reading the story and summarizing the events and mood. *In the Small, Small Pond* is a picture book about a frog who encounters different animals and insects in a pond: tadpoles, geese, dragonflies, turtles, herons, minnows, whirligigs, swallows, lobsters, ducks, raccoons, and muskrats. Each page describes and illustrates how each of these animals or insects move.

Step 2: Identifying Major Dance Content. I then looked at each page and listed the literal and more abstract movement content in the text and in the illustrations. I also noted the emotions of the frog and the other animals and the shapes of the animals, plants, and water movement. I thought about events and movements of the animals that were implied but not directly described in the text. I listed movement ideas that the text and illustrations suggested and concepts from the Laban framework that were relevant. For example, one page shows a heron wading and plunging its beak into the water and the frog, looking scared, jumping out of the water just seconds ahead of the heron's beak. The text reads "lash, lunge, herons plunge." I generated the following list of movements:

Movements Illustrated and Described

- Lash: slashing movements (one of Laban's eight basic effort actions)
- Lunge and plunge: thrusting movements (one of Laban's eight basic effort actions)

Movements of Herons not illustrated

- Wading, stalking, and searching for prey: stepping slowly and gently lifting knees high and touching the

water (i.e., floor) first with toe then heel trying not to splash the water or disturb the soft bottom of the pond.

Step 3: Exploring and Expanding Movement Vocabulary. Next, I generated as many possible movement tasks as I could for helping children explore the movement concepts that would be the dance content for each page. I began with single movement concepts such as slashing and then expanded that concept by combining it with other concepts from the Laban framework: for example, slashing with different body parts, slashing at different levels, slashing while turning, and slashing to end in pointy shapes at high, medium, and low levels. I also thought about the feeling of the movement and generated tasks that would help children focus on the kinesthetic or emotional feelings relevant to the dance content. Slashing, for example, includes fast, strong, indirect movements and can feel angry and powerful. Finally, I considered the quality of the movement and listed possible refining tasks to help children dance more skillfully, be aware of the feeling of the movement, or better represent their ideas about the text.

Step 4: Determining the Structure of the Lesson and Culminating Dance. I then considered possible options for the culminating dance. Once I knew how the lesson would end, I could structure the lesson content to lead up to the culminating activity. I decided that for each page of the text children would first explore the movement ideas and then, whenever appropriate, perform a short movement sequence. This would take approximately two lessons. At the end of the second lesson, I would read the book and cue the children through a short sequence for each page.

Step 5: Making Connections and Engaging With the Text. The final step was to plan how I would help children engage with the text and illustrations in the book. I planned a series of questions that would

- Elicit children's prior knowledge about the movements and ideas in the story,
- Help children make connections between the lesson content and their lives outside of school, Deepen children's understanding of the story and vocabulary in the text, and
- Facilitate children's aesthetic perception of the illustrations.

Table 1 answers questions other teachers and I have had about integrating dance and children's literature. Tables 2-14 describe potential lesson tasks for most segments of *In the Small, Small Pond*. Teachers need to select tasks that they believe best match their students and setting. The lessons I have taught using *In the Small, Small Pond* all follow a lesson structure in which the students and I read and discuss one segment (typically two pages) and then explore the ideas in that segment through movement. We then gather together and read the next segment.

Table 1—FAQ: Frequently Asked Questions about Integrating Dance and Children's Literature

Should I have the children dance to every page of the book? This is not necessary. Select the pages from the book that best match your dance curriculum objectives. If a segment does not seem appropriate for your class, your situation, or your objectives, then read it and move on without exploring the ideas in movement or skip the segment entirely. You can simply explain to the children that you will be using only some parts of the book. The book is a stimulus for the dance lesson and need not dictate lesson structure. Reading teachers also select portions of a book to meet their objectives. It is critical that physical education content does not get lost or trivialized when integrating with classroom content.

Is it a problem if children respond with literal rather than more abstract representations of the text? Although typically in children's creative dance we focus on more abstract representations, this does not mean that literal representations are never appropriate. Dance choreography, historically, includes dance drama and stories. I agree with Purcell's position on this issue. She wrote the following:

"I believe that the creative process encompasses a full range of interpretative possibilities from literal to abstract. . . . The role of the teacher is to help children explore the possibilities for their expression, not to make all the movement decisions about how to respond to the literature. The dance belongs to the children, and it is their meaning that should be expressed." (Purcell-Cone 2000 P. 15)

Do I need to coordinate this lesson with the classroom teachers? It is helpful when this happens, but not necessary. I have taught the lesson after the classroom teachers have read the book with the children and also when they have not. Sometimes political situations make collaboration difficult.

Table 2 — Introducing the Book

The cover and first page of the book show a boy with his hands in a pond watching with surprise as a frog jumps out of and back into the water. I start the lesson by holding the book up and having the children read along with me. I ask several of the following questions. After a brief discussion, we proceed to segment one.

Ideas for introducing the text and making connections:

- The title of this book is *In the Small, Small Pond*. Put your thumbs up if you have seen a pond. Tell us when (call on several children).
- Denise Fleming wrote this book. Do you think she has written any other books? Yes. She has.
- Raise your hand and tell me what is happening here? What is the frog doing? What is the boy doing? What is he feeling?
- What do you think will happen next? Could be, let's read and see.

Table 3—Segment 1: Tadpoles

Text: “Wiggle, jiggle, tadpoles wriggle” (Book illustrates tadpoles swimming around the frog).

Ideas for introducing the text and making connections:

- Does anyone know what a wiggle looks like? Show us. While you are sitting, everyone wiggle.
- Have you ever seen tadpoles? What do they look like? What other animals wiggle?
- Have you ever wiggled when you weren’t supposed to and your mom said, “Stop wiggling?” Tell us when. Can you try to hold a wiggle inside and not let it get out? Now, we are going to do a wiggling dance.

Movement ideas:

1. What does a wiggle look like? Everyone wiggle.
2. Wiggle different body parts: Wiggle your fingers, now your hands, shoulders, toes, feet, legs, whole body.
3. Spreading wiggle: As you are standing a wiggle starts in one finger, then it spreads to that hand, then it spreads up your arm so your fingers, hand and arms are wiggling, now it spreads to the shoulders, now torso, now your whole body. Repeat. Let’s do it again, but this time start the wiggle in your toes and have it spread up through your whole body. Repeat.
4. Get in groups of 3 and hold hands. One person at one end start a wiggle in one hand and have it spread to your arm, shoulder, other arm, and now to the person next to you. The wiggle then spreads across the second person to the third person. Now all of you are wiggling. Repeat several times.
5. On your own, travel on a wiggly pathway, pause and wiggle, freeze in a wiggled shape. Repeat several times.
6. Wiggle sequence: In a group of three, travel on a wiggly pathway around each other, pause, person one wiggles and pauses, person two wiggles and pauses, person three wiggles and pauses, all wiggle and freeze in a group wiggle shape.
7. Jiggle like Jello. Instead of wiggling, let’s jiggle like jello. Jiggle up and down, and now jiggle so much that you move about the space jiggling.
8. Jiggle different body parts: fingers, hands, arms, shoulders, feet, legs, whole body.
9. Rest. Can you try to hold a jiggle inside and not let it get out?

Refining tasks, questions to help children increase awareness of feelings:

- Really wiggle all over. Really twist and make big wiggling movements.
- Wiggle every where around your personal space. Be sure every part of your body is wiggling.
- Make your wiggles real fast. Be loose and very jiggly.
- Think about how wiggling feels in your muscles.
- What does a wiggle feel like? Wiggle again and really concentrate on how the wiggle feels.
- What does a jiggle feel like? Jiggle again and really concentrate on how the jiggle feels.

Table 4—Segment 2: Geese

Text: “Waddle, wade, geese parade” (Book shows a mother goose leading her babies into the pond.)

Ideas for introducing the text and making connections:

- So, in the pond the frog saw wiggling tadpoles. What other animals might you see in a pond? Let’s see what the frog in this book sees.
- What’s happening in this picture?
- What are the colors of the mother? What are the colors of the babies?
- Have you ever seen geese marching? Where? Have you ever marched behind someone? When? Have you ever seen people marching? Tell us when.

Movement ideas:

1. Let’s march! Stand up and when I beat the drum march all about the space. Really lift your knees high like this and swing your arms.
2. As you march, try different arm movements.
3. Now march on different pathways. Try marching on straight pathways. Now try curved. Now try angular.
4. Now march and turn, add different arm movements. Try turning your feet in and out.
5. Let’s try marching in a line. Everyone get in line behind me. Let’s march to the beat of the drum.
6. Now let’s divide the class into lines of 3 and each of you will have a turn to be the leader and lead your line about the gym.

Refining tasks, questions to help children increase awareness of feelings:

- Really stand tall and proud when you march.
- Keep your heads up, lift your knees high, and swing your arms.
- Listen to the beat of the drum and try to march to the beat.
- When you march on an angular pathway, really make each change in direction sharp and precise.
- Try hard to stay on the same foot as the leader.
- What do you like about marching? What do you like about being the leader? What do you like about following the leader?

Table 5—Segment 3: Dragonflies

Text: “Hover, shiver, wings quiver” (Books shows dragonflies hovering over lily pads. The frog is in the water looking up at a dragon fly.)

Ideas for introducing the text and making connections:

- Not only are there animals at a pond, there are insects. Let’s see what is at the pond. What’s happening in this picture?
- What are the dragonflies doing? What do dragonflies look like when they fly?
- What else hovers? Yes, helicopters, some boats called hovercraft.
- What do you think the frog is doing? How do frogs catch bugs?
- What kind of plants do you see growing in the pond?
- What are the shapes of the lily pads in this illustration?
- Pond grasses?
- Have you ever gotten into bed and it was cold and the sheets were cold? What do you do?

Movement ideas:

1. Shiver and quiver: Imagine you are getting into bed on a cold night and the sheets are cold, grab yourself and shiver. Now just have your fingers shiver. Now just shiver with your arms, now one leg, now the other, now your whole body. Try extending your arms and shivering like dragonfly wings.
2. Darting and hovering: What do dragonflies look like when they fly? Sometimes they stay in place. This is called hovering. Sometimes they dart about quickly. Run lightly darting about the gym and stop on your toes when you hear the sound of the tambourine. Breathe in, lift your chest and arms, balance on your toes and hover.
3. Dart lightly about the gym, stop and hover when you hear the tambourine, look around, then quiver when I shake the tambourine. Run again.
4. Can you think of any other time you might shiver or quiver? Yes, when you are afraid. Now quiver by shaking and trembling very quickly.
5. Dart lightly about the gym, stop and quiver when you hear the sound of the tambourine.
6. How does a frog catch a bug? Sit, reach out one hand slowly stretching as far as you can into space. Then quickly retract your hand, bringing your hand back in. Slowly reach out again to a different spot in your personal space, and then quickly retract. Try reaching out to all areas of your personal space.
7. Sequence for older children: Divide the class in half. Half sit scattered on the ground as if on a lily pad, while the other half run lightly about the space. Children on the ground reach out, stretch, and then quickly retract their arms. Runners hover, quiver, and dart again.

Refining tasks, questions to help children increase awareness of feelings:

- Darting: Run as lightly as you can, feel like you are skimming over water.
- Hovering: Stretch your body tall. Breathe in and feel the lightness. Stretch the top of your head right to the ceiling.
- Quiver quickly and lightly. Tremble and shake,
- Dart quickly around the lily pads and frogs.
- How does it feel to hover over the pond? How does it feel to skim by the frogs?

Table 6—Segment 4: Turtles

Text: “Drowse, doze, eyes close” (Book shows three turtles moving along the bank of the pond and one turtle partially in the water. Frog is behind the turtle with his eye just about closed. Lily pads are in the background.)

Ideas for introducing the text and making connections:

- What do you think is happening in this picture? What do you think will happen next?
- How do turtles move?
- What do they look like when they sleep? What shape are the turtles?

Movement ideas:

1. Explore traveling in different ways very slowly at a low level. Transfer your weight slowly onto different body parts, travel on different body parts, move one body part at a time. Sometimes have your back on the ground, sometimes your belly; sometimes travel on hands and feet only.
2. Create a short sequence. Start in a curled body shape at a low level, just like a turtle in its shell. Travel slowly on different body parts, pause, look around for your favorite rock in the sun, travel to the rock, and sink down in a different curled shape as if you were taking a nap in the sun.

Refining tasks, questions to help children increase awareness of feelings:

- Be sure to move very slowly.
- What does it feel like to move very slowly?
- How does it feel to curl up in a round shape?

Table 7—Segment 5: Herons

Text: “Lash, lunge, herons plunge” (Book shows a heron wading near the shore and plunging its beak into the water and the frog, looking scared, jumping out of the water just seconds ahead of the heron’s beak.)

Ideas for introducing the text and making connections:

- What is happening in this picture?
- Have you ever seen a heron fishing for dinner? Where did you see this?
- How do herons try to catch fish? How do they move? Why do they move slowly?
- Have you ever played a tag game when you tried to run and jump to avoid being caught by a tagger? How does it feel when you just barely escape being caught?
- Have you ever played hide and seek? How does it feel when someone walks by you and you keep very still and he or she does not see you?

Movement ideas:

1. Slashing: Imagine you are very mad; when I beat the drum, lash out with your arms and legs, show in your body fast, indirect, strong movements: slashing movements. Twist and turn your body, jump in the air in a whirling action and land with a stamping movement. (Slashing is one of Laban’s eight basic effort actions. Slashing movements have strong force, fast speed, and travel indirectly through space, that is, travel in a roundabout way using a large amount of space.)

(continued)

Table 7—Segment 5: Herons, continued

2. Now combine slashing and thrusting in a short sequence. Do a slashing movement, then reach up and do a thrusting plunge down aiming directly down with your arms as you take a large step and bend your knee ending in a lunge position. Pierce into the water. (Thrusting is one of Laban's eight basic effort actions. Thrusting movements have strong force, fast speed, and travel directly through space, that is, travel efficiently in a straight, direct way using a small, precise amount of space.)
3. Now alternate slashing and thrusting movements when I beat the drum. Try ending at a different level each time. Sometimes slash and lunge down pointing your arms down, then slash and lunge pointing at a medium or high level. Sometimes lunge in different directions or end in different shapes.
4. Walk about the space slowly stepping first on your toe then heel, feel your toes and feet sink into the floor, then reverse and peel your feet off floor by lifting your heel first, then sole, then toes. Then slowly step toe heel again. Try to show how a heron would stalk and search for prey in the water without scaring fish by making a splash or disturbing the soft bottom of the pond.
5. Put the two together in a sequence. Walk, slash, walk, thrust-plunge down. Walk on the soft beat of the drum, lash or lunge on strong double beat of the drum. Be very precise, slow, and deliberate as you stalk the fish, then attack suddenly with a lunge and plunge into space to represent catching a fish. Try to slash and plunge in a different way each time.

Refining tasks, questions to help children increase awareness of feelings:

- Step very slowly and gently. Lift your knees high. Gently touch the floor first with toe then heel. Sink gently taking your weight onto your foot.
- Make your slashing movements very fast and very strong. Try to use as much space as you can.
- Make your thrusting movements very fast and very strong. Try to move directly to your ending position.
- Think how it feels to stalk a fish.
- How does it feel when you stalk slowly and then suddenly plunge down on the fish?

Table 8—Segment 6 Whirligigs

Text: "Circle, swirl, whirligigs twirl." (Looking down from above the pond, the illustrations show whirligigs on top of the water with expanding circles around each representing water ripples. The frog is under the water.)

Ideas for introducing the text and making connections:

- Let's see what else lives in a pond. Does anyone know what these are? Yes, insects. A whirligig is a beetle that lives on the surface of the water and swims in circles.
- There are lots of circles in this picture. What else has a round, circular shape?
- Put your thumbs up if you have ever tossed a rock into

a pond. What happens to the surface? What shapes do you see?

Movement ideas:

1. Let's do circular movements. Try spinning on one foot. Now try spinning on different body parts.
2. Travel about the gym on circular pathways. Sometimes travel on large and sometimes small circles.
3. Now sometimes travel on circular pathways and sometimes spin on different body parts.

Refining tasks, questions to help children increase awareness of feelings:

- How do you feel when you spin and spin?
- Where in this room do you see circles? What has a circular shape? When outside of physical education do you travel on circular pathways?

Table 9—Segment 7: Swallows

Text: "Sweep, swoop, swallows scoop." (Book shows swallows swooping down, one skimming along the surface of the pond with its beak in the water scooping.)

Ideas for introducing the text and making connections:

- What do you think the birds are doing in this picture?
- Has anyone seen how birds swoop down to the water to catch fish?
- How many of you have seen swallows fly in the evening? What do they look like? What do their pathways in the air look like?

Movement ideas:

1. Reach up with one hand as high as you can, swoop down with that hand on a circular pathway down and back up. Bend your knees as you swoop down. Make your whole body swoop down and up with your hand. Now try the other hand. Now try both hands.
2. Now swoop leading with the tips of your fingers, now the side of your hands, now with your palms up and then down.
3. Now add traveling, run a few steps, reach high, swoop down sweeping your hand gently along the floor reach up and pause.
4. Try again; sometimes travel using a lot of steps; sometimes taking only one step.
5. Now try swooping to your side, now the other side.
6. Now add legs. Start standing tall and reaching with one hand. Lift one knee and swoop down and up with your whole body. Refining tasks, questions to help children increase awareness of feelings:
 - Really stretch through your whole body just before you swoop. Take a deep breath in and feel the lightness just before you swoop down.
 - When you swoop down, feel your body fall, collapse, let the air out, let go of the tension and when you get near the ground tighten up and swing up again—just like a swing.

Table 10—Segment 8: Lobsters

Text: “Click, clack, claws clack.” (Illustrations show lobsters on the bottom of the pond with their claws open and held up.)

Ideas for introducing the text and making connections:

- What is happening in this picture?
- Have you ever seen a lobster? When you see them in the supermarket, they have big rubber bands on their claws. Why do you think this is?

Movement ideas:

1. Explore making clicking and clacking noises with your body. Click your fingers, clap hands, clap hands on different body parts, make clicking noises with your tongue.
2. Create a short rhythm sequence of different clicks and claps. This will be your own personal rhythm. Select three different sounds and put them together in a rhythm. For example, click your fingers twice, clap once, slap your thighs three times fast.
3. Now add movements to your click clack rhythm sequence.
4. Now teach your rhythm to a partner.
5. Let’s have a conversation with clicking and clacking movements. One partner make a rhythm and the other respond with a different rhythm.

Refining tasks, questions to help children increase awareness of feelings:

- Listen carefully to your rhythm and try to repeat it in exactly the same way and at the same tempo.
- Try to follow your partner’s rhythm exactly.

Table 11—Segment 9: Ducks

Text: “Dabble dip tails flip.” (Illustrations show ducks with their tails in the air and their heads underwater trying to catch minnows.)

Ideas for introducing the text and making connections:

- What is happening in this picture? What are the ducks doing? Minnows? Frog?
- How many of you have ever seen ducks diving for food?
- What is happening with the water?

Movement ideas:

1. Let’s work on dabbling movements. (Dab is one of Laban’s eight basic effort actions and includes movements that are fast, light, and direct.) Gently and quickly move your hands making dabbling movements as if you were touching something with a cotton ball. Now, skip about the space making light gestures with your hands. Do a light turning jump and continue skipping. Keep your hands light. This is a happy movement.

2. Let’s do a dabbling dance: Skip and do a turning jump, skip again making light gestures with your hands, jump and end with your head down looking between your legs with your arms up fingers pointing to the ceiling representing the ducks in the illustration.

Refining tasks, questions to help children increase awareness of feelings:

- Skip lightly. Make it a happy skip, an excited skip.
- Make your hand movements quick, gentle, and soft.
- Make your turning jumps carefree, fun, and light.

Table 12—Segment 10: Raccoon

Text: “Splish, splash, paws flash.” (Book shows a raccoon on the bank catching a fish in its paws with a splash. The frog is jumping away. There are cattails on the bank.)

Ideas for introducing the text and making connections:

- What kind of animal is this? What tells you that this is a raccoon?
- How is the raccoon catching fish?
- What kind of plant is growing on the bank? Does any one know what is inside the cattail pod?
- Have you ever tried to catch a fish with your hands? What happened? Is it hard?

Movement ideas:

1. Let’s work on flicking. (Flicking is one of Laban’s eight basic effort actions. A flick is a soft, fast, indirect movement—like flicking a fly off your arm.) Move your hands quickly and lightly all about your personal space as if they were twinkling lights.
2. Now do three flicking movements followed by a thrusting movement. Flick your hands in three different places in your personal space, then do a thrusting action by jumping and stamping while you extend your hands and fingers out. Hold that shape. Try it to the rhythm of the text: splish (flick), splash (flick), paws (flick), flash (thrust), and hold that shape.
3. Now, add traveling by skipping and hopping. Make happy, twisting, excited movements with your hands, arms, and head. Then do the rhythm to the text: splish, splash, paws flash, and hold that shape. Refining tasks, questions to help children increase awareness of feelings:
 - Keep your flicking movements light and quick. Your fingers should feel alive dancing all about your personal space.
 - The thrusting action should be sudden and end in an unexpected shape.
 - Make your skips light and happy. Spring high when you skip letting your arms swing all about your personal space.

Table 13 —Segment 11 :End of story.

Text: “Chill breeze, winter freeze . . . cold night, sleep tight, small, small pond.” (The first illustration is of a goose, cattails, leaves, and snow blowing across the pond. The last page is snow falling on the pond at night and the frog curled up inside a den under the bank.)

Ideas for introducing the text and making connections:

- Let’s see how the story ends. What is happening in these pictures? What shows you that the wind is blowing? Is the wind blowing gently or strong? Do you think it is cold or hot?
- What do you think the goose is feeling? What do you think the frog is feeling?
- Has it been a long day for the frog? How do you feel at the end of a long day? What do you like to do when you feel that way?
- How do you feel when you are outside and the wind is blowing?
- What are some fun things to do when you are playing outside and it is very windy?

Movement ideas:

1. Imagine that there is a strong wind blowing. Travel quickly running, leaping, turning, and spinning about the gym, stop and freeze.
2. Let’s do a sequence to end the story. Travel quickly and freeze three times, then slowly turn and sink down into a cozy den by making a round shape on the floor.

Refining tasks, questions to help children increase awareness of feelings:

- Really swing your arms as you leap and turn, swirl your arms around your body.
- Lift your knees as you do a turning jump.

Table 14 —Culminating Dance

Children enjoy hearing stories over and over and they also enjoy repeating their dances several times. At the end of each lesson, the teacher can read the book, pause after each segment, and cue the children through a short, individual dance sequence for each segment of the book. The dance ends with all individuals sinking into a cozy den. Another option is a whole class dance representing what the frog sees, feels, and experiences. Have three children be a frog group and design a way to travel from group to group. Divide the rest of the class into 10 groups. Each group performs a sequence for one segment. The frogs travel to each group in order around the room and stop to watch each group’s sequence. The dance ends with all children performing an individual sequence for the last segment of the book, ending by sinking into a cozy den.

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Reprinted Article

ACTIVE HEALTHY LIFESTYLES

What Can a Physical Educator Do About Childhood Obesity?

by Daniel Swartz

Reprinted with permission, *Teaching Elementary Physical Education*, 14:4, July 2003, p.38-39

Childhood obesity has increasingly become a major health problem in today's society (U.S. Department of Health and Human Services, 2001; Valverde, Patin, Oliveira, Lopez, & Vitolo, 1998; Ward, Dover/ Porter, & Schumaker, 1987). Obesity has been defined as an excess amount of body fat and children are defined as overweight by a Body Mass Index (BMI) greater than the 95th percentile for age and gender and defined as at risk for overweight by a BMI between the 85th and 95th percentile for age and gender (Rosner, Prineas, Loggie, & Daniels, 1997). As many as 13% of all children in the United States are classified as obese, and the problem seems to be getting worse (U.S. Department of Health & Human Services, 2001). This article provides a brief review of causes and effects of obesity and then offers some suggestions that physical educators can use to help their obese students.

Causes of Childhood Obesity

There are two primary causes for the increase in obesity in children: lack of an active lifestyle and poor nutritional habits (Hill & Peters, 1998). Excessive television, in addition to other sedentary activities, such as playing video games and playing with computers, has contributed to inactive lifestyles in children (Hill & Peters, 1998). As a result, inactivity has become a leading cause of obesity (U.S. Department of Health and Human Services, 1996). The second factor leading to childhood obesity is poor nutrition. Although there have been efforts to improve nutrition in society, children are still not eating well. Children are eating foods high in fat and calories such as hamburgers, french fries, chips, and soda. Besides eating these high fat foods, children eat large portions of these foods ("super-sized" meals). In order to remedy this situation, nutritional instruction should begin at a young age (Hill & Peters, 1998).

Fortunately, inactivity and poor nutrition are causes of obesity that can be altered through interventions. If no intervention takes place, children could suffer many of the physical and emotional side effects of obesity.

Negative Effects of Obesity

Physical Effects

Obesity has many detrimental physical effects on children. Cardiovascular complications leading to high blood pressure, high cholesterol, and heart disease pose the greatest risk and concern.

Obesity also causes an increased risk for diabetes (Dietz, 1983; Ward et al., 1987).

Emotional Effects

Children suffer as much, if not more, from the emotional ramifications of childhood obesity as from its medical risks. Society stigmatizes people who are obese. This cultural bias is compounded for a child during personality development. Negative moral judgments from peers and significant adults contribute to and reinforce a sense of hopelessness and poor self-image. Obese children feel painfully inferior in a culture that values a slim, trim body. As a result of their size, slower mobility, and poor coordination, obese children find physical activity difficult, frustrating, and embarrassing (Swartz, 2002). Many seriously overweight children sometimes use food to fill the voids created by the dissatisfactions of social exclusion, poor body image, and self-doubt. Food becomes a source of comfort, a soothing agent, and makes the child feel good, if only for a short time. Their lives become passive, sedentary, and food-centered.

Recommendations for Schools and Physical Educators

Childhood obesity is a concern for all facets of society, including family, community, and school. Public schools and physical educators have the potential to help tight the battle against obesity. They have access to children (K-12) for over two thousand days of their lives.

- *One recommendation/or the schools and physical educators is to bring in a specialist in the area of childhood obesity for a school-wide in-service program.*

This would help all administrators, faculty, and staff learn about childhood obesity and how they can help their students. An example of a school-wide approach to aiding overweight children was designed by Morrill, Leach, Radebaugh, and Shreeve (1991). The components of this approach were the following:

1. Identify locations within the school where overweight children are more likely to be teased or receive abuse (lunchroom, locker room, showers, gymnasium, and hallways).
2. Alert staff to indicators of "at-risk" adolescents.
3. Sensitize staff to language that is demeaning to the overweight child ("big guy," "he is a large kid," etc.).
4. Develop a team to assist overweight children.
5. Provide individual counseling until the overweight child is ready to enter a peer group.

- *Another recommendation is to implement an intervention program for overweight students.*

One of the most effective school-based obesity intervention programs involved parents, school personnel, and students in a weight reduction program (Brownell & Kaye, 1982). This program increased physical activity time in physical education, made low-calorie foods available in the lunchroom, focused on the importance of nutrition and physical activity in health classes, and involved parents in a program of behavior modification. The results showed 95% of the children in the treatment group lost weight, compared to only 21% of the children in the control group. In addition, the treatment children showed a 15.4% decrease in their percentage overweight (Brownell & Kaye, 1982). The suggestions provided by Brownell and Kaye (1982) give a good basis for the design and implementation of an in-school and after-school obesity intervention program.

- *A third recommendation is to modify the curricular choices and instructional formats offered within the physical education program.*

Overweight children's attitudes toward physical education rely heavily on the type of activity they are doing. Luke & Sinclair (1991), Carlson (1995), and Hopple and Graham (1995) each determined that curriculum content was the number one determinant of student attitude toward physical education. The results of each of these studies also showed negative attitudes toward physical education.

One suggestion for organizing curricular choices is to design activities that do not put overweight children in failing and embarrassing situations. For example, running laps at the beginning of each class emphasizes the lack of endurance and speed of overweight students, so plan an activity in a scattered formation that takes the focus off first and last. Another modification is to use individual and small group activities that encourage all children to be active.

Within the physical education activities the teacher should

also provide nutrition and fitness education to advocate long-term healthy lifestyles. Rather than simply engaging children in exercise, teaching them about why they are doing an exercise and what effect it has on the body needs to be stressed. Teach basic concepts such as caloric balance, how to exercise at home, and eating healthy foods and snacks. This fitness education component can be combined with any other intervention program or can be an addition to any physical education curriculum.

- *Finally, in addition to in-class curricular activities, physical educators can help overweight students by organizing after school activities.*

For example, physical educators can coordinate walking and fitness clubs after school and encourage overweight children to participate in these clubs. Teachers can give these clubs special names such as "The Healthy Nuts" or the "Fun Fit Kids Club" to encourage students to participate and make it "cool" to be part of these clubs. Rewards such as T-shirts, certificates, and hats can be used as incentives for the children.

In addition to fitness clubs, physical educators can organize family fitness nights to encourage children and families to be active together. Fitness nights can come in a variety of styles/ for example, the "Empty Closet Fitness Night" where the physical education teacher simply empties the equipment closet and allows parents and children to design and play their own activities. Another example is to organize a variety of fun station activities (similar to a field day) that children and parents can rotate to throughout the session. Some "stations" may include a basketball hot shot, a television showing a fitness video, or a stationary bike ride, etc. Any combination of activities that stress movement, fun, and participation are appropriate for a family fitness night.

Family participation in physical activity is very important for overweight children. Parents should model healthy lifestyles for their children. If a child's parents are out hiking or playing basketball regularly (or participating in a fitness night), the child is more likely to feel competent in those areas through experience and is therefore more likely to be physically active. Conversely/ if the child's family is typically involved in sedentary activities and avoiding physical activity/ the child is less likely to be motivated to be physically active (AAHPERD, 1999).

Conclusion

Physical educators need to lead the way in the fight against childhood obesity within the schools. Besides examining their own curriculum and specific activities, physical educators can organize after-school activities like fitness clubs and parent fitness nights. In addition to the physical education teachers, other faculty and staff, such as the health teacher, school nurse, school psychologist, classroom teachers, and cafeteria workers can aid the students in improving their physical, nutritional, and emotional selves.

The field of obesity research would greatly benefit if more school districts and physical education programs broached this sensitive area in order to possibly prevent children from developing serious health problems as a result of childhood obesity.

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much greater reward than that man:
that professional involvement in IAHPERD, for you
makes the difference we know that it can.

If someone should ask you, "Why IAHPERD?"
Its real value I hope you can share.
I hope they will know by your answer
It's a sign we professionally CARE.

Quentin A. Christian
California AHPERD Executive Director

Active Lifestyles: Changing the Shape of Indiana

2003 Indiana AHPERD Conference

IUPUI Conference Center and Natatorium
November 6 - 8, 2003

IAHPERD President, Becky Hull Invites you to Attend AAHPERD President to Make Keynote Address

Excitement is building in anticipation of the 2003 IAHPERD Conference in Indianapolis. Program planners have secured speakers sure to be of interest to a wide range of members. Indiana joins the Heart Association to celebrate the 25th anniversary of Jump Rope for Heart. IAHPERD also joins NAGWS to celebrate the 30th anniversary of Title IX. Watch for celebrity women athletes. Bring your autograph books!

Outstanding presenters will challenge, inspire and entertain you. The dynamic President of AAHPERD, JoAnne Owens-Nauslar, will deliver the keynote address. You won't want to miss her energizing and entertaining comments. The Michigan EPEC program will bring ready-made teaching tools for K-12 PE teachers. The Health Council will offer sessions on the new Coordinated School Health Program, collaborated efforts with the Healthy Kids Coalition, and will provide free CD's from the CDC. Dance professionals from Indianapolis and Fort Wayne will lead master classes. Find out how to align your program with NASPE and Indiana Standards. A pre-conference High and Low Ropes course will be held at Butler. Nearly 90 programs have already been scheduled, and there are more to come.

The best reason to attend the IAHPERD conference may be the fellowship of friends! Come...reconnect with old friends and make some new ones. IAHPERD is changing the shape of Indiana by living active lifestyles. Be a part of it!

Passion, energy, and commitment are often used to describe Alliance President JoAnne Owens-Nauslar. After 3 days at kindergarten she announced her career choice as teaching. During 4th grade, she had decided what she wanted to teach. Thirty-three years after receiving her B.S. in health and physical education, she has no plans for a career change. JoAnne has taught at 5 all levels, served as the State Director for Health and Physical Education for the Nebraska DOE for 19 years, and joined the American School Health Association in January of 1996.

Dr. Owens-Nauslar has served as President of a number of organizations including: Nebraska IAHPERD, Central District AAHPERD, NASPE, the On Deck Circle (Husker Softball) and the Husker Athletic Fund at the University of Nebraska-Lincoln.

Among the many honors and awards she has won are 11 Distinguished Alumni Awards from both Chadron State College and the University of Nebraska-Lincoln; the Nebraska, Central District and AAHPERD Honor Awards; Mabel Lee Award; R. Tait McKenzie Award; and Excellence in Advocacy Award from PE4Life.

After winning the first Lincoln Marathon in 1978, JoAnne made a commitment to live in a peak performance body. She runs daily and reminds everyone she encounters to have an incredibly awesome day and don't forget your workout. **"If you intend to make a difference, you have to be fit to lead."**

Conference Information and Special Events

Active Lifestyles: Changing the Shape of Indiana

Keynote Address

JoAnne Owens-Nausler, AAHPERD President, will present the Keynote Address: Soar With Your Strengths on Friday morning. It will include ideas for action and current happenings with a dabble of inspiration, motivation, and humor. Attend the Keynote Address and receive a Key that may open the Treasure Box with prizes worth more than \$100.

25th Anniversary of Jump Rope for Heart

Jump Rope for Heart is celebrating its 25th anniversary this year. Be sure to attend the Jump Rope sessions and stop by the American Heart Association Booth to view this year's educational materials on Making Healthy Foot Choices (materials are given to Jump Rope/Hoops Coordinators) and sign-up to coordinate a Jump Rope or Hoops event. If you did an event last year, be sure to get your jump rope or hoops ribbon so you can be recognized as a Coordinator.

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

Plan to attend the FREE Breakfast on Saturday morning for Jump Rope and Hoops for Heart Coordinators and Regional Directors. Check your Conference Program for time and room.

Awards Luncheon

IAHPERD will recognize association members who have provided significant leadership at the Awards Luncheon on Friday, November 7. Awards include: Legacy, Leadership, Honor, as well as Outstanding Young Professional, and Special Contributions. Support your friends and colleagues who are honored at this event. Order ticket when registering, space is limited this year and we may not have tickets available at registration.

Student Pizza Party and Awards

Students who want to attend the FREE Pizza Party must check the box on the Pre-registration form in order to get a ticket for the event. Students who receive any of the association scholarships will be recognized at this event along with the association's Outstanding Student Award winner.

Prize Drawings

Check your program for the time and location of the Prize Drawing on Friday. The drawing will include 2 certificates that will pay for your 2004 Conference Registration and hotel room as well as a number of items donated by our exhibitors and association shirts, sweatshirts, sweaters and other items.

Hotel Reservations

The University Place Doubletree Inn is offering our guests a very good special conference room rate. To get the following rates, you must make reservations by 5:00 p.m. on October 15: single rooms \$113, double rooms \$128. Call the hotel directly at 1-800-627-2700.

Visit the Exhibitors: At this time we have a number of exhibitors registered for the conference. Exhibitors provide IAHPERD with some very nice items that will be put into our drawing.

A number of the exhibitors will provide us with high quality programming that will show you how to use products they offer in your classes. They offer many of the newest innovations as well as the tried and true equipment which will be available for you to buy while at the conference.

GOPHER - PE and Sports Equipment
Speed Stacks, Inc - Cup Stacking

Grogan's Marial Arts & Fitness - Videos

Human Kinetics - textbooks, lessonplans, videos, software and journals

Extreme Spin - Duncan Toy "Build-a-Skill" Program featuring Yo-Yo's and Spin Tops.

Polar - Heart Rate Monitors & TriFit health and wellness technology

Omnikin - Cooperative Games

Toledo Physical Education Supply - PE and Sporting Goods

Y-Ties - Great Fund Raising Product

Registration

The best and least expensive way to register for the conference would be to mail in the pre-registration IBS form before the deadline (Pre-registration deadline is Friday, October 17 -post marked by this date). You may join IAHPERD now and pay the reduced member fee rather than the higher non-member fee. If you choose not to join IAHPERD, you should pay the non-member registration fee. Members and non-members who choose to register at the conference may do so, but the on-site registration fee will be considerably higher. You should also be aware that long lines at on-site registration may result in being late for a session. Registration will be in the Slate Foyer at the IUPUI Conference Center. It will be open on Thursday evening from 5:00 - 7:00 p.m. and begin at 7:30 a.m. on Friday and Saturday morning.

Early Bird Registration Bonus

All Professionals (not including students) who attend the conference will receive a \$5.00 certificate that can be used to purchase an item of their choice worth \$10.00 or more from one of our exhibitors. The certificate will be in your registration packet. Be sure to look for it and use it.

Saturday ONLY Registration

We have saved some of our best programs for the last day (Saturday). Exhibits will also be open. If you can not get out of School for the Thursday or Friday sessions, come and join us on Saturday. We have a special Saturday only registration fee.

Pre-Conference Low and High Ropes Course Workshop

Day: Thursday, November 6

Time: 8:30 - 4:00

Location: Butler University Campus, Holcomb Gardens located on Lake Road behind Holcomb Observatory and Clowes Memorial Hall.

Limited Number of Participants: A maximum of 15 participants may register for this workshop. This will be on a first come first served basis. Register early!

Description: This will be a hands-on workshop in which participants will be actively involved number of experiential activities including both the low and high ropes courses. This session also includes experiential education theories, principles and alternative processing methods.

All attendees will take home an information packet that will include: Facilitator Characteristics, Processing Questions, and Instructions for the Games that are used fit during the workshop. Attendees need to **dress for the weather and bring a sack lunch**. No equipment is needed.

To get further information about this workshop or directions to Holcomb Gardens, call either Matt Rota-Autry (317-274-0613) or Erin McCluney (317-940-9434).

TENTATIVE PROGRAM LISTING

Thursday, November 6

All Day Pre-Conference Low and High Ropes Course Workshop at Butler University

Conference Registration: 5:00 - 7:00 pm at IUPUI Conference Center

Executive Board Meeting and Board of Directors Meeting

Friday, November 7

Registration - 7:30 - 4:00 IUPUI Conference Center

Keynote Address: Soar with Your Strengths;

Elementary School Physical Education: Don't be Afraid to use your Brain; Fun Games for PE; More than Just Jump Roping; Action for Healthy Kids; Share a Few of your Favorite Activities; New Games and Motivational Freebies for Kids; Meeting NASPE Content Standards 1-4

Middle School Physical Education: The Olympics: An Interdisciplinary Approach; Teaching Track and Field; Use of Computers in PE Class; Action for Healthy Kids - State Team - Get Involved; Using Tech Activities in Physical Education and Health Education; Roundtable Discussion on Current Issues in PE

Secondary School Physical Education: See What's Out of Sight with Med Ball Training; Warm-up Activities for HS Students: Beyond Laps and Stretching; Teaching Track and Field; Using a Plyometric-Agility Workout; Incorporating Yoga and Relaxation into your Classes; Portfolios and the Columbus North PE Model; Choosing and Implementing Teaching Styles in Secondary PE

Higher Education: How to Make Exercise Physiology Relevant and Meaningful to Undergraduate PE Students; Meeting Both Physical Education Standards and Health Standards; How to Start a Faculty/Staff Wellness Program; Systematic Observation of Student Teachers for University Supervision; IPSB Update

Dance: Tap: The Ultimate Rhythm, Jazz, Dance Gala, Modern Dance in Schools; Bulgarian Folk Dance; Folk-Spanish Dance for PE

Council for Future Professionals: Club Survivor; Jeopardy; Spice up your Step; Jersey Boys doing it Hoosier Style; Superstars; The Road to Success

Youth Fitness: Walking into Fitness with a Jaunty Strut; Fat to Fit - and it only took me 40 Years; The Specifics of Weight Training for the Physical Body; A Cornucopia of Elementary Activities; Putting the Heart Beat Back into PE; The Tech Connection; PE 4 Life Fitness Fun

Recreation: Unlock your Schools with Recreation Programs by Exhibitors: Help your Students Climb the Stairway to Lifetime Fitness; See It, Believe It, Do It - Cup Stacking; Kick to Get Fit - the Future of Fitness in PE Classes

Sport: Keys to Having a Successful Internship with the Sports Industry; USTA: Changing the Shape of Tennis in Indiana Schools; The Magic Ratio: Implications and Applications of Positive Feedback in Sport Settings

Research: Mentoring Young Professionals; Body Composition Assessment: A Review and Update

Health: Marketing Health Education; Developing Health Promotion Programs at the Small College; Current Physical Educators'

Perceptions of Preparedness to Teach Health

Adapted Physical Education: Service Learning in Adapted Physical Education: A Model Program for Undergrads; Bradford Woods; So Get into It; Movement Exploration and Expression through Adaptive Equipment ^Adapted PE Research: Works in Progress ^Peaceable Gymnasium: Changing the Social Shape of the Physical Activity Classroom

Jump Rope/Hoops for Heart: Let's Jump: Funky Feet Jump Rope Team; How to start a Jump Rope Team: Successful JRFH programs; Get Connected with Americanheart.org

Aquatics: Aquatic Activities for Special Populations

Technology: Getting Fit with Pedometers

Saturday, November 8

Registration: 7:30 - 10:00 IUPUI Conference Center

Jump Rope/Hoops for Heart Coordinators and Regional Directors Breakfast

Board of Directors Meeting - New Board meets with President Kim Duchane

Elementary School Physical Education: Grass Roots Lobbying; Soccer Basics: NASPE Content Standard 1

Middle School Physical Education: School Health Index: What is it? How can it work?; Sports Skills - New PE - Grid Style

Secondary School Physical Education: Block Scheduling: Rotation of Sport, Strength, Fitness and Swimming and Pull Out Swimming; Fitness Games; Performance Enhancing Drugs

Dance: Funk Dance: The Kid's Choice; Dance: A tool for Classroom Learning in Science and Reading Council for Future Professionals: Project Adventure; Koob; Educational Golf; Board Meeting

Youth Fitness: Fitness Ideas; Jump Start Your PE Curriculum with Physical Best; Stepping into Fitness with Pedometers

Recreation: Utilizing School and Community Outdoor Space for Recreation

Programs by Exhibitors: See It, Believe It, Do It - Cup Stacking

Sport: Utilizing Uncertainty: The Role of Competition with the Practice Environment; Indoor Practice Organization of Baseball/Softball

Research: Add Some PEP: Changing the Shape of your HPERD Teacher Training Program

Health: Influence on College Student Participation in Spirituality Activities

Adapted Physical Education: Adaptive Equipment Ideas; No One Left Out

Additional Programs not yet assigned to a day: Changing the Shape of Secondary Physical Education; Technology Sessions; Aquatics Programs

IAHPERD Conference Registration Form

November 6 - 7 - 8
 IUPUI Conference Center and NatATORIUM
 Thursday Workshop on Butler University Campus

We Do NOT Accept Purchase Orders from Schools

Pre-Registration DEADLINE: Postmarked by October 17

Professional Pre-Registration

Membership Fee \$ 20 _____
 Member Conference Pre-Registration Fee \$ 60 _____
 Members Saturday ONLY Pre-Registration Fee . . \$ 25 _____
 Member Thursday Workshop Fee \$ 35 _____
 Awards Luncheon Ticket \$ 10 _____

 Non-Member Conference Registration Fee \$100 _____
 Non-Member Saturday ONLY Pre-Registration . . \$ 45 _____
 Non-Member Thursday Workshop Fee \$ 55 _____
 Awards Luncheon Ticket \$ 10 _____

Other

Spouse/Significant Other \$ 30 _____
 Retired Professional N/C _____

Total Amount Submitted _____

Student Pre-Registration

Membership Fee \$ 10 _____
 Member Conference Pre-Registration Fee \$ 15 _____
 Member Saturday ONLY Pre-Registration Fee . . \$ 10 _____
 Member Thursday Workshop Fee \$ 20 _____
 Pizza Party Ticket (must check to get ticket) N/C _____

 Non-Member Conference Pre-Registration Fee . . \$ 30 _____
 Non-Member Saturday ONLY Pre-Registration . . \$ 15 _____
 Non-Member Thursday Workshop Fee \$ 30 _____
 Pizza Party Ticket \$ 5 _____

Reminder: You can save money by paying your membership fee and then registering at the lower member fee

Total Amount Submitted _____

On-Site Registration: Registration at the conference or after the Registration Deadline (October 17) will result in being charged higher fees as follows:

Professional Member Registration fee	\$ 85	Student Member Registration fee	\$ 25
Professional Non-Member Registration fee	\$ 120	Student Non-Member Registration fee	\$ 40
Pro. Member Saturday Only Registration	\$ 30	Student Member Saturday ONLY Reg	\$ 15
Pro. Non-Memb. Saturday Only Reg	\$ 50	Stud. Non-Mem Saturday Only Reg	\$ 20

Make Check Payable to: IAHPERD
Mail this ENTIRE PAGE along with check to the following address:

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

BADGE and Membership Information - please print

Name: _____ **County of Residence** _____

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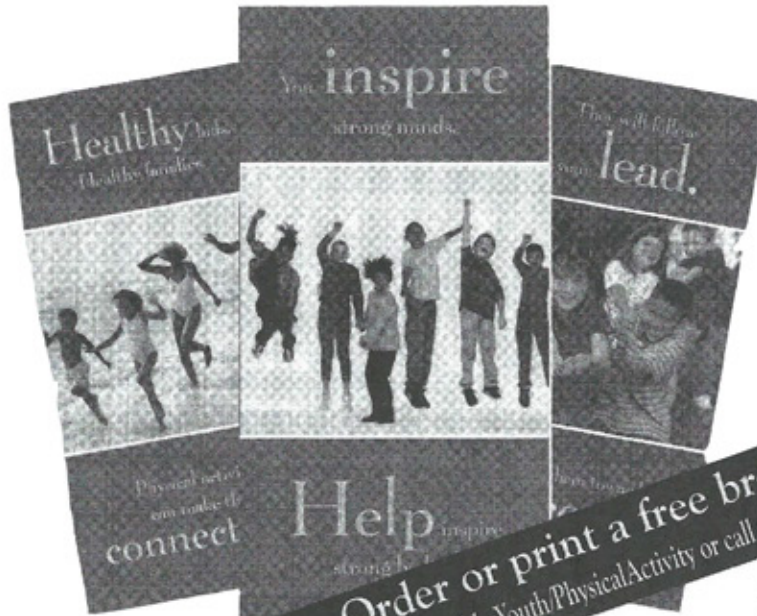
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Check all that apply: I am a: Jump Rope Coordinator Hoops Coordinator
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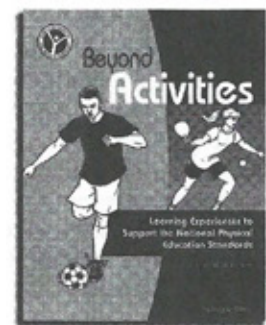
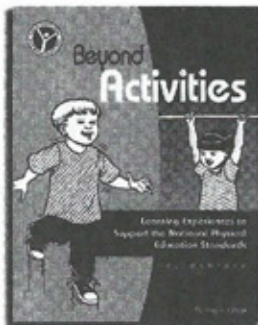
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Susan Kogut, Editor

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ADVOCACY

AAHPERD Advocacy Website Announced

Audrey Shively
Interim Director,
AAHPERD Office of Public Affairs

Editor's note: This article is an edited form of an email announcement received by the editor on June 13, 2003.

AAHPERD is pleased to announce a new AAHPERD Advocacy Issues and Action website, <http://member.aahperd.org/advocacy>. This new site is designed to assist the visitor in easily responding to key health, physical education, recreation, dance, and sport issues. AAHPERD is dedicated to providing its members with relevant and timely resources regarding the advocacy issues most affecting our professions. Everything you need to actively participate in the legislative process will be readily accessible to you from this new site. We encourage you to visit the site and welcome your comments and suggestions.

In conjunction with the launch of the new AAHPERD Advocacy Issues and Action web site, AAHPERD is introducing a new AAHPERD Advocates E-List. This is a

new electronic alert mechanism to inform you about important advocacy issues affecting the health, physical education, recreation, dance, and sport professions. The AAHPERD Advocates E-List mobilizes professional advocates to communicate with the federal government whenever health, physical education, recreation, dance, and sport related bills or concerns are being considered at the federal level. AAHPERD believes you are interested in joining your colleagues dedicated to advocacy on behalf of our professions. Information on subscribing to this periodic newsletter can be found at: http://member.aahperd.org/aahperd/check.cfm?redir=/m_nly/advocacy/cap_id.cfm.

Whether you choose to join the AAHPERD Advocates E-List or not you can remain abreast of significant advocacy issues by visiting the AAHPERD Advocacy Issues and Action website <http://member.aahperd.org/advocacy>. From this site you will be able to view Action Alerts, send messages to Congress, and remain up to date on current legislation. If you have any questions or concerns please contact AAHPERD at publicaffairs@aahperd.org.



we help kids help kids

One day, four-year old TJ will need a heart transplant. To help their little brother, James and Kyle are doing their part together. The brothers raised almost \$4,000 by participating in Jump Rope For HeartSM and Hoops For HeartSM through their school. These programs help kids learn about being physically fit, while helping people affected by heart disease and stroke.

To learn more call 1-800-AHA-USA1 or visit www.americanheart.org.

HOOPS FOR HEART **JUMP ROPE FOR HEART**

Jump Rope For Heart and Hoops For Heart benefit the American Heart Association and are cosponsored by the American Alliance for Health, Physical Education, Recreation and Dance.

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**Indiana AHPERD Journal, Nikki Assman,
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Kids are capable of incredible feats. Jump Rope For HeartsSM and Hoops For HeartsSM are two school-based programs that help kids learn about being physically fit while helping people affected by heart disease and stroke.

One day, four-year old TJ will need a heart transplant. To help their little brother, James and Kyle are doing their part together. The brothers raised almost \$4,000 by participating in these events. Last year, over 5 million elementary and middle school students raised funds to help fight heart disease and stroke.

To learn more, call 1-800-AHA-USA1 or visit www.americanheart.org.

Jump FOR HEARTS
HOOPS FOR HEART

Jump Rope For Heart and Hoops For Heart benefit the American Heart Association and are cosponsored by the American Alliance for Health, Physical Education, Recreation and Dance.

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Learn How to Get Published—

Register Now for the AAHPERD Writers' Workshop

Do you want to get your manuscript published in a scholarly journal? Then join the AAHPERD Journal writers' Workshop, April 1, 2004, from 9-11 a.m., at the AAHPERD national convention in New Orleans, to gain insights on writing for peer-reviewed journals and getting manuscripts published.

Following an introductory overview from William Stier, SUNY-Brockport, participants will meet with editors and reviewers in roundtable sessions to learn about the participating journals and get valuable advice on how to improve and submit acceptable manuscripts. Participating journals are:

*Journal of Physical Education Recreation and Dance • Research Quarterly for Exercise and Sport
• Strategies • American Journal of Health Education • International Electronic Journal of Health
Education • Measurement in Physical and Exercise Science • The Physical Educator • International
Journal of Sport Management*

Last year's participants in Philadelphia hailed the workshop as "Excellent...very relevant...informative...a great opportunity to learn publishing techniques."

There is no fee to attend this workshop; however, registration is required.

To register, go to the special events section of the AAHPERD convention page at www.aahperd.org.
Also, watch for future issues of *UPDATE* for further details.

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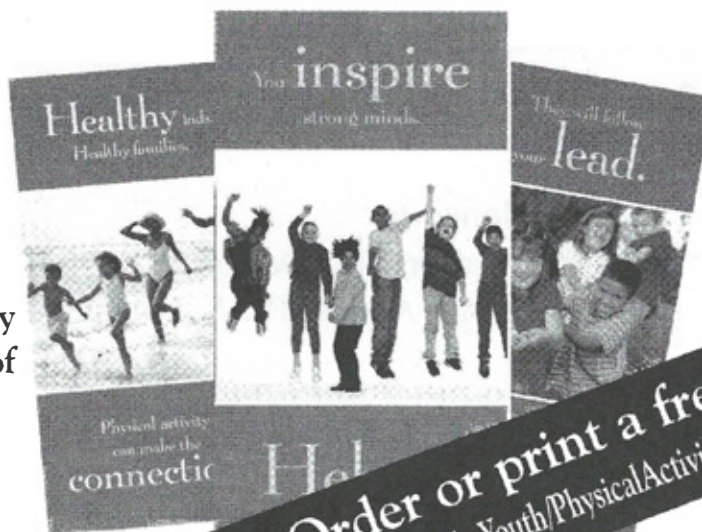
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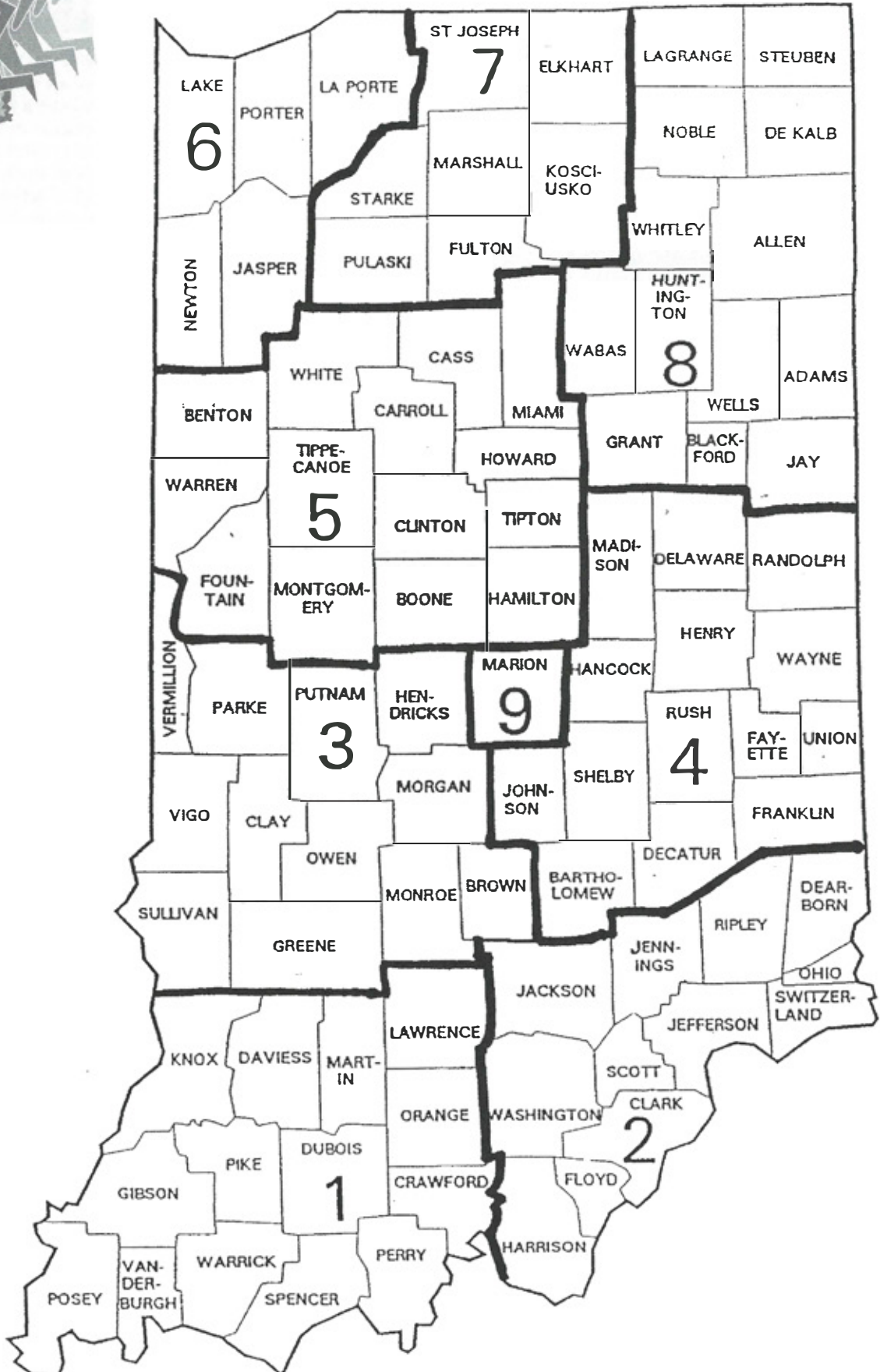


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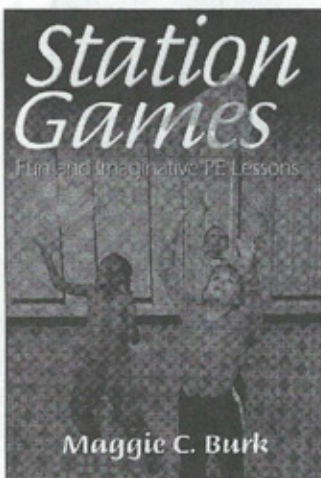
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The Six Associations of AAHPERD

American Association for Active Lifestyles and Fitness: Coordinates the activities of numerous groups involved with adapted physical education, measurement and evaluation, aging and adult development, outdoor education, aquatics, fitness, and safety.

American Association for Health Education: Promotes health education in the schools, the community, and the work place.

American Association for Leisure and Recreation: Promotes school, community, and national programs of leisure services and recreation education.

National Association for Girls and Women in Sport: Works for equity and increased leadership opportunities for girls and women in sport.

National Association for Sport and Physical Education: Provides leadership and influences policy in the various fields involving sport and physical education.

National Dance Association: Promotes policies affecting dance education.

**Membership Benefits Include:
Outstanding Periodicals.**

AAHPERD members automatically receive the newsletter, Update, throughout the year, and they also have a wide choice of professional journals:

- JOPERD, The Journal of Physical Education, Recreation and Dance (9/yr)
- Journal of Health Education (6/yr)
- Research Quarterly for Exercise and Sport (4/yr plus a supplement)
- Strategies: A Journal for Physical and Sport Educators (6/yr)

Conventions and Conferences

Members of AAHPERD enjoy significant discounts on the AAHPERD national convention, its six district conventions, and numerous local conferences held each year.

Many Other Benefits and Services Available

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

Yes, I want to
join AAHPERD!



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Health, Physical Education,
Recreation and Dance

1900 Association Drive • Reston, VA 20191 • (703) 476-3400
1 (800) 213-7193 Fax: (703) 476-9527
Internet: membership@aaahperd.org http://www.aaahperd.org

Membership Application Form

Name (Mr.) (Ms.) (Dr.) _____

Mailing Address _____

City _____

State _____ Zip _____

Phone H () _____ W () _____

Fax () _____

http:// _____ E-mail _____

I select membership in the following association(s) of AAHPERD. (Circle two numbers, indicating your first and second choices. You may select one association twice. Students receive one association choice.)

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

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

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

I wish to receive the following periodicals:

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

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

	1-year	2-year	3-year
<input type="checkbox"/> Professional	membership	membership	membership
Update plus:			
Any 1 periodical*	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$180.00	<input type="checkbox"/> \$240.00
Any 2 periodicals*	<input type="checkbox"/> \$125.00	<input type="checkbox"/> \$230.00	<input type="checkbox"/> \$315.00
Any 3 periodicals*	<input type="checkbox"/> \$150.00	<input type="checkbox"/> \$280.00	<input type="checkbox"/> \$390.00
Any 4 periodicals*	<input type="checkbox"/> \$175.00	<input type="checkbox"/> \$330.00	<input type="checkbox"/> \$465.00

Student (Student rates apply only to full-time students)

Verification of Student Status REQUIRED

Update plus:	Graduate	Undergraduate
Any 1 periodical*	<input type="checkbox"/> \$30.00	<input type="checkbox"/> \$30.00
Any 2 periodicals*	<input type="checkbox"/> \$55.00	<input type="checkbox"/> \$55.00
Any 3 periodicals*	<input type="checkbox"/> \$80.00	<input type="checkbox"/> \$80.00
Any 4 periodicals*	<input type="checkbox"/> \$105.00	<input type="checkbox"/> \$105.00

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*Add \$8.00/year for each periodical, including Update, mailed outside the U.S. or Canada. All payments must be in U.S. dollars. Checks must be drawn on a U.S. bank. Unesco coupons not accepted.

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Refereed Articles: Guidelines for Authors

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

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

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

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

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

TECHNICAL SUGGESTIONS

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

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

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

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

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

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

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

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

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

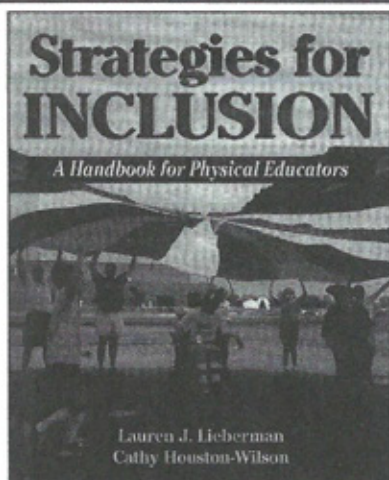
SUBMISSION REQUIREMENTS

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

Address. Materials for Journal review should be mailed to:

Dr. Tom Sawyer, Editor
Indiana AHPERD Journal
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Leadership Opportunities on Councils

FUNCTION. The duties and responsibilities of the Program and Regional Councils are to:

1. Work closely with the Program Director or Regional Coordinator to promote the special program area.
2. Attend annual IAHPERD Leadership Conference. (Hotel and meals paid for by the Association.)
3. Solicit programming for the State Conference or Regional Workshops.
4. Serve as host to greet and direct presenters during the

conference.

5. Serve as presider for the various programs in your special area. Support includes introducing presenter, assisting during the presentation (distribute handouts), and providing presenter with the special gift from the Association.
6. Make nominations to the Awards Committee chair for Teacher of the Year and Association awards.

PROGRAM AREAS. The various program areas include:

1. Adapted Physical Education

2. Aquatics
3. Council for Future Professionals
4. Dance
5. Fitness
6. Health
7. Higher Education/Research
8. Jump Rope and Hoops for Heart
9. Physical Education: Elementary
10. Physical Education: Middle School
11. Physical Education: Secondary
12. Recreation

13. Sport
 14. Sport Management
 15. Technology
- INTERESTED?** To apply for a leadership position on a council, send an email of interest to Dr. Mark Urtel, Nominating Committee Chair, at murte11@iupui.edu. For additional information, go to the IAHPERD website at www.Indiana-ahperd.org, click on About, Constitution, Operating Codes, and scroll down to the leadership position of interest.

INDIANA AHPERD APPLICATION FOR MEMBERSHIP

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Make check payable to: Indiana AHPERD.

Send to: Dr. Nikki Assmann, School of Physical Education, Ball State University, Muncie, IN 47306

MEMBERSHIP EXPIRES 1 YEAR FROM DATE
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Your JOURNAL cannot be forwarded.
If a change of address occurs, please notify:

Dr. Nikki Assmann
School of Physical Education
Ball State University
Muncie, IN 47306

OPPORTUNITY FOR INVOLVEMENT

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

HELP NEEDED:

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

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