

INDIANA

Volume 33, Number 1

Winter Issue

2004



Indiana Association
for Health, Physical
Education, Recreation
and Dance



Affiliated with American Alliance for HPERD

A
H
P
E
R
D

JOURNAL

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 33, Number 1

Winter 2004

Indiana Association for
Health, Physical Education, Recreation and Dance

Indiana AHPERD 2003-2004

EXECUTIVE COMMITTEE

President Kim Duchane (North Manchester)
President-Elect Audrey Satterblom (Indianapolis)
Past President Becky Hull (Anderson)
State Director of Regions Darrell Johnson (Warsaw)
Secretary Karen Hatch (Marion)
Executive Director (*ex officio*) Nikki Assmann (Muncie)

PROGRAM DIRECTORS

Adapted Physical Education Steve Gorkvorko (Mishawaka)
Aquatics Lee Yarger (Muncie)
Council for Future Professionals Misty Minniear (North Manchester)
Dance Paige Craigie (Indianapolis)
Health David Anspaugh (Angola)
Higher Education Molly Hare (Terre Haute)
Hoops For Heart Karen Hatch (Marion)
Jump Rope for Heart Elise Studer-Smith (Sunman)
Physical Education: Elementary Catherine Caldwell (Westfield)
Physical Education: Middle School Tom Stubbeman (Whiteland)
Physical Education: Secondary Carole DeHaven (W. Lafayette)
Recreation Seemann Baugh (Muncie)
Research Lana Groombridge (North Manchester)
Sport Raoul Donati (Granger)

COORDINATORS

Conference Becky Hull (Anderson)
Council for Future Professionals Faculty Advisor Susan Flynn (W. Lafayette)
Historian/Necrologist Nick Kellum (Indianapolis)
Journal/Newsletter (*ex officio*) Tom Sawyer (Terre Haute)
Regions Bobbi Lautzenheiser (North Manchester)
Lisa Lock (Greenville), Mary Jo McClelland (Wabash)
Technology Betty Haven/Betty Jones
Youth Fitness Lisa Hicks (Indianapolis)

STANDING COMMITTEES

Advocacy (*ex officio*) Elise Studer-Smith (Sunman)
Awards (*ex officio*) Jane Davis-Brezette (Evansville)
Mini-Grant (*ex officio*) Raymond Leung (Evansville)

AGENCY REPRESENTATIVES

American Heart Association Cheryl Carlson (Indianapolis)
Department of Education Suzie Crouch (Indianapolis)
Governor's Council on Physical Fitness and Sport Casey McIntire (Indianapolis)

Contents

Message from the President — United We Serve	1
NOTIONS From YOUR EDITOR	3
State of the Profession — Nutrition & Physical Activity Recommendations	5
Call For Proposals	10
Reprinted Article: Do You Have A Contingency Plan?	12
Reprinted Article: Hazards and Safety Within Playground Facilities.	15
Active Lifestyles: Changing the Shape of Indiana.	17
Future of Indiana: Students Unite at Midwest Leadership Conference.	24
Reviewed Article: Weighing Heavy on Society: Does our Environment Make us Fat?	25
Making Health Students into Healthy Learners through Coordinated School Health Programs	27
Will Our Legislators Hear Us? IAHPERD's Advocacy Committee Report	29
United We Serve: State Conference Is Alive and Well	30
Reviewed Article: Increasing the Activity Levels of Pine Village Students and Families	31
Reviewed Article: Heart Rate Monitors for Boon Grove High School	32
Reviewed Article: Getting Fit with Pedometers	33
Resources for Teaching Dance in the Schools	38

Views and opinions expressed in the articles herein are those of the authors and not necessarily those of the IAHPERD. Non-profit organizations or individuals may quote from or reproduce the material herein for non-commercial purposes provided full credit acknowledgments are given.

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.

Although advertising is screened, acceptance of an advertisement does not necessarily imply IAHPERD endorsement of the products, services or of the views expressed. IAHPERD assumes no responsibility for and will not be liable for any claims made in advertisements.

CHANGE OF ADDRESS

In order to receive the **IAHPERD Journal**, your change of address must be mailed to Nikki Assmann, School of Physical Education, Ball State University, Muncie, IN 47306. A change of address sent to the Post Office is not adequate since **Journals** are **not** forwarded. When individuals fail to send changes of address, a duplicate copy of the **Journal** cannot be mailed unless the request included funds in the amount of \$5.00 to cover postage. Requests for missed issues will be honored for eight weeks following publication date.

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

<http://www.indiana-ahperd.org>

Message from the President



Kim A. Duchane,
Manchester College
kaduchane@manchester.edu



The opportunity to serve the members as President of the Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) during the 2003-2004 will be an honor. I am excited about the possibilities ahead for our state association. It is easy to observe many dedicated individuals from diverse backgrounds working to provide service through IAHPERD. They are enthusiastic, energetic, and have positive attitudes toward health, physical education, recreation, dance, sport, and allied professions. They are seasoned professionals, novice professionals, retirees, and college students.

I would like to thank all of the members of the Conference Management Team, chaired by Barb Tyree, for their hard work in pulling together a great event this past November 2003. I had the opportunity to attend sessions sponsored by most of our program areas during the IAHPERD state conference. These presentations were all well done and meaningful. For those unable to attend the Active Lifestyles Conference, you missed a wonderful educational opportunity to learn how to "change the shape of Indiana."

During the Keynote session, we were honored to have some very special guests in attendance. JoAnne Owens-Nauslar, President of our American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), Deb Berkey, representative from the Midwest District AAHPERD, as well as all of the Indiana Teachers of the Year. Dr. Owens-Nauslar gave a very dynamic and energetic presentation. She shared her memories from teaching to motivate and encourage us all to continue to perform our jobs well. Our members should feel proud of the fact that our

Indiana Association is respected and recognized for being a strong leader in the areas of health, physical education, recreation, dance, sport, and allied professions.

One example of our membership's strength was evident through the recognitions given to members during the Awards Luncheon. I would like to specifically highlight the IAHPERD members who received Midwest District AAHPERD awards: Catherine Caldwell (Westfield), Elementary Physical Education Teacher of the Year, Molly Hare (Terre Haute), Young Professional of the Year, and Karen Hatch (Marion), Honor Award. This was a great year for Hoosiers, further acknowledgement of the strong and talented membership that IAHPERD enjoys. Congratulations to all of those who were honored during the luncheon for their contributions to their profession and the Association.

During my life as an HPERD professional, certain values have become important in my life. Service to the profession is one of those values. A wise person once said, "What you DO speaks so loudly that I cannot hear what you say." I would like to encourage you to "join the movement" and become a leader among your health, physical education, recreation, dance, sport, and allied colleagues. I realize that most members of this state association already have plenty of challenges in their daily professional endeavors. Yet many have made a decision to serve others by dedicating their time, energy, and talent in leadership. What we DO as individuals and collectively as an association will determine if we can advance the profession and change the shape of Indiana. I encourage you to "unite with us in service."



2003-2004 Leadership Team

As President I am focusing my efforts to establish a plan of action for the future. My goal is to challenge the membership to reflect, and then act on what we should be doing and where we should be heading! I propose the following initiatives:

1. **ADVOCACY:** marketing the value of HPERD to the legislature, school administrators, and our communities.
2. **COMMUNICATION:** promoting the HPERD mission through Indiana AHPERD Journal, Newsletter, www.indiana-ahperd.org website, etc.
3. **EDUCATION:** improving the state conference and regional workshops; partnering in programs with allied organizations.
4. **FINANCE:** providing grant funds to members; exploring other resources to promote HPERD programs.
5. **LEADERSHIP:** identifying leaders and providing opportunities for service on committees, program councils, and task forces.
6. **RECOGNITION:** supporting recognition of outstanding educators and allied members; recognizing outstanding student members with scholarships.
7. **REGIONS:** recommending changes in the current structure of our nine region format.
8. **WHO ARE WE?:** reviewing Constitution, mission statement, and position paper to determine if meeting the needs of our

membership.

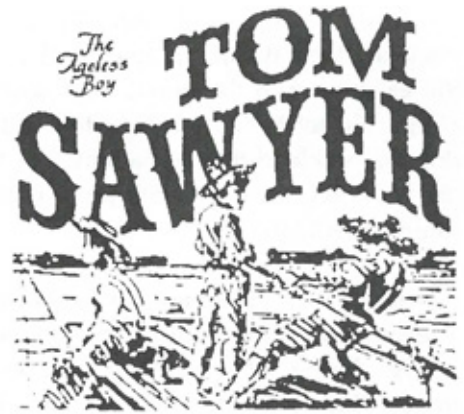
Your Leadership Team, with support of members, will plan and facilitate activities where the association can make an impact on the lives of Hoosiers. You can begin the process by envisioning how you see IAHPERD over the next year, five years, and even ten year into the future. We hope to emphasize a broader understanding among all IAHPERD members of the functions, structure, programs, activities, and opportunities of their state association. Let me know what you think and consider **JOINING THE MOVEMENT...UNITING IN SERVICE!**



President-Elect Audrey dispensing Marching Orders.

NOTIONS From YOUR EDITOR...

Thomas H. Sawyer, Ed.D., Professor
Department of Recreation and Sport Management
Indiana State University
Terre Haute, IN 47809
(812) 894-2113, (812) 237-2186, FAX (812) 237-4338
PMSAWYR@SCIFAC.INDSTATE.EDU



Cheerleading and Liability

Schultz v. Foster-Glocester Regional School District et al.
Supreme Court of Rhode Island
755A.2d 153; 2000 R.I. LEXIS 160
July 12, 2000

reprinted with permission JOPERD (March 2003) 74:3, 10-11.

Student cheerleading usually involves acrobatic routines and consequently runs the risk of injury. In this regard, courts have agreed with juries that schools have a duty to provide their student cheerleaders with adequate supervision, training, and coaching.

Facts of the Case

On January 7, 1993, the plaintiff's daughter, Patricia Schultz, was injured during a cheerleading practice while she was a student at the Ponaganset Middle School, in Rhode Island. Patricia, who was 14 years old at the time of the accident, said that a new maneuver called a "basket toss" was introduced during cheerleading practice. The new move required that she be thrown into the air by two cheerleaders and, after extending both her hands and feet, that she land in the interlocked hands of the same two cheerleaders. Unfortunately, the maneuver did not go according to plan.

Patricia said that she was tossed improperly and fell when she landed, missing the safety mat and injuring her elbow. Patricia said she went to the school nurse who, after

Disclaimer

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

manipulating the injured elbow, sent her back to practice. According to Patricia, she continued to participate in practice, performing what she described as painful physical activities until she stopped and went home. Patricia said that, as a result of her fall, she suffered a 100 percent displaced radial head fracture on her right elbow.

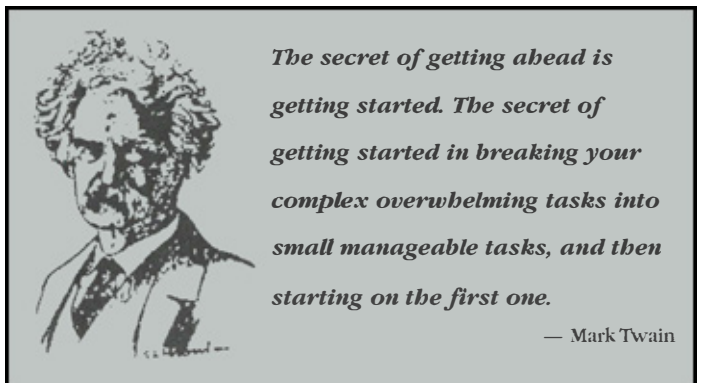
The Complaint and Response

On December 27, 1996, the plaintiff filed suit, alleging that the Foster-Glocester Regional School District was negligent in failing to properly train, supervise, and instruct; to provide proper equipment; and to provide proper post-injury treatment for the plaintiff's daughter during and after cheerleading practice. The defendant filed a motion for summary judgment, arguing that the public-duty doctrine was a bar to recovery.

Trial Judgment and Appeal

The Superior Court in Providence County granted the motion for summary judgment, finding that the plaintiff's daughter was not an identifiable person to whom the school district owed a special duty and that no exceptions to the public-duty doctrine were applicable in this case.

The plaintiff filed an appeal, arguing that the trial justice erred by determining that the public-duty doctrine applied



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

— Mark Twain

to bar the plaintiff's claim and that Foster-Glocester owed no special duty to plaintiff. In addition, the plaintiff contended that the trial justice erred in finding that none of the exceptions to the public-duty doctrine applied to the claim. Foster-Glocester asserted that the public-duty doctrine shielded it from liability and that, if the doctrine did not apply, the coach enjoyed statutory immunity under Rhode Island law.

Supreme Court's Findings and Judgment

The Supreme Court of Rhode Island found that the student's injury during cheerleading practice was sufficiently foreseeable to trigger the special-duty doctrine and ultimately liability on the part of the school district. Further, the district was aware of the student and knew of her cheerleading activity, thereby establishing that she was an identifiable person and that a special relationship existed between the district and the student. The squad was composed of a small group of cheerleaders that had been practicing together for months. Clearly the cheerleading coach knew of, and engaged in a relationship with, Patricia. Although there may have been some risk, there is always risk involved in cheerleading maneuvers. However, the particular maneuver in this situation may well involve the doctrine of assumption of risk, which would need to be decided by the trial court.

The court sustained the plaintiff's appeal, and the summary judgment that had been entered by the Superior Court was vacated. The court remanded the case to the Superior Court for a trial on the merits relating to the question of assumption of risk by the minor.

DEFINITION OF TERMS

Assumption of risk—The legal doctrine that a plaintiff is not entitled to compensation if, knowing of a dangerous condition, the plaintiff voluntarily exposed himself or herself to the risk that resulted in injury. It is a common law defense, widely used in employee injury cases before the enactment of workers' compensation laws. The theory was that an employee implicitly assumed all of the ordinary and usual risks of a job, but workers' compensation laws abolished the defense. Some states with no-fault insurance laws have abolished the defense in automobile cases as well.

Identifiable person—This is an individual that is recognized by an organization to have a special relationship. This special relationship makes the organization responsible for the safety of the individual.

Public-duty doctrine—Under the public-duty doctrine, a public official or organization owes a duty to the general public and not to any one individual unless a special relationship exists between the official or organization and

the individual.

Special relationship—The existence of a special relationship requires some contact between an organization involved and the individual, and reliance by the individual on promises or actions of an organization. Further, the relationship requires (1) an assumption by an organization, through promises or actions, of an affirmative duty to act on behalf of the injured party; (2) knowledge on the part of the organization's agent (in this case, the coach) that inaction could lead to harm; (3) some form of direct contact between an organization's agent and the injured party; and (4) that party's justifiable reliance on the organization's affirmative undertaking.

Summary judgment—Procedural device available for prompt disposition of a controversy without trial, when there is no dispute as to either material fact or inferences to be drawn from undisputed facts, or if only a question of law is involved.

Risk Management Tips

The following risk management tips could reduce the potential liability connected with cheerleading activities:

1. Develop a supervision plan to be implemented by the cheerleading coach.
2. Ensure that all coaches have received appropriate training and certifications from national cheerleading associations.
3. Provide proper spotting equipment and mats to be used during cheerleading practices.
4. Ensure that all required spotting is used for cheerleading stunts.
5. Require the cheerleading coach(es) to be members of a national cheerleading association.
6. Develop, with the assistance of national cheerleading association literature, safety guidelines for practicing and performing the various cheerleading stunts.
7. Provide student cheerleaders and their parents with adequate literature regarding proper and safe methods of performing cheerleading partner stunts.
8. Require all cheerleading candidate's parents to sign a waiver and a consent to participate.
9. Require parents and cheerleaders to attend a preseason team meeting to discuss the team rules and outline the various types of injuries that could happen during practice and competition.
10. Require coaches to complete a standard first aid and CPR class. The coaches need to learn about the various injuries that are common in cheerleading and how to provide immediate first aid to the injured athlete.

—Thomas H. Sawyer, interim executive director, Division of Lifelong Learning, Indiana State University, Terre Haute, IN 47809.

State of the Profession



NATIONAL CENTER FOR CHRONIC DISEASE PREVENTION AND HEALTH PROMOTION

NUTRITION & PHYSICAL ACTIVITY RECOMMENDATIONS

by Barbara A. Passmore, Ph.D.

Dean

School of Health and Human Performance

Indiana State University

Terre Haute, IN 47809

(812) 237-3118

FAX (812) 237-4338

E-Mail: hprpass@isugw.indstate.edu

Several years ago this column contained a list of websites for the teaching of health and physical education. Since the internet keeps expanding in knowledge available for the user, this article provides the reader with sites where there are resources for teachers in physical education and health. Some of the websites serve as links to many more sites and some provide activities and lesson plans for the teacher.

Education Index is an excellent way of finding web sites for resources.

www.education.index.com/physed

AAHPERD/NASPE/AAHE provides journals, conferences and conventions with help programs for teaching physical education and health.

IAHPERD provides journals and conferences for health and physical educators.

www.aahperd.org

PE Central has multiple resources for teaching of pe, adapted pe and health.

www.pecentral.org

www.pecentral.org/adapted/adaptedmenu.html

PE Digest is an e-journal. Some of the information is free, but there are charges for subscriptions.

www.pedigest.com

Sports Media is an index and link database to sport and physical education activities.

www.sports-media.org

PE Links 4U is a newsletter with activities and ideas for teaching physical education.

www.pelinks4u.org

Education-World is an index and links to many many more sites to find good ideas for teaching.

www.education-world.com/a_sites018.shtml

www.education-world.com/pe_health/health.shtml

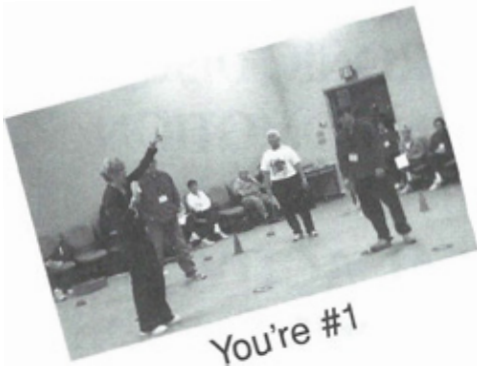
Teaching Health is a website with links to more sites for resources for teaching health.

www.arches.uga.edu/jkbell/teaching/

School Discovery has lesson plans for the teaching of health.

www.school.discovery.com/lessonplans/

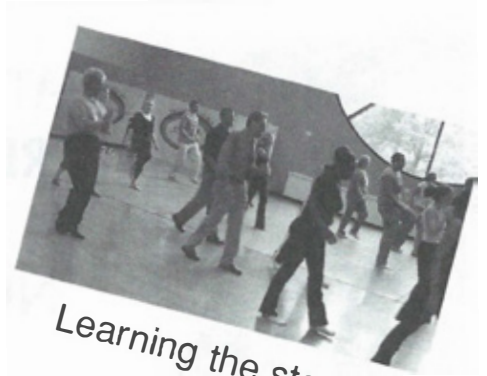
Conference



You're #1



Exhibitors



Learning the steps



Catch those skills



Stack 'em



What are they doing?



What did I step in?



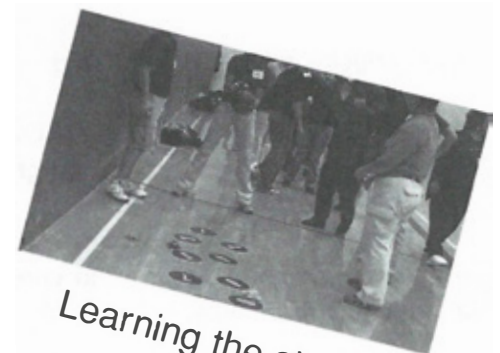
You're #1



Where?



Technology
is here!



Learning the steps

Presidential Page



Indiana AHPERD President Hull welcomes recently Past Alliance President JoAnne Owens-Nausler



Recent Past Alliance President JoAnne Owens-Nausler addresses the Awards Luncheon participants



Suellen Reed, Superintendent of Public Instruction addresses Award Luncheon participants



AAHPERD Midwest Past President Deb Berkey addresses Award Luncheon participants



Indiana AHPERD presents American Heart Association with a check for nearly \$450,000



Midwest AHPERD President Deb Berkey presents Molly Hare with Young Professional Award



Past President Tyree presents soon to be Past President Hull with President Plaque



Midwest AHPERD President Deb Berkey presents Karen Hatch with Honor Award

Becky Says Thank You



Becky's
Last Board
Meeting



President



Kim, I am next



And Good Bye

President-Elect

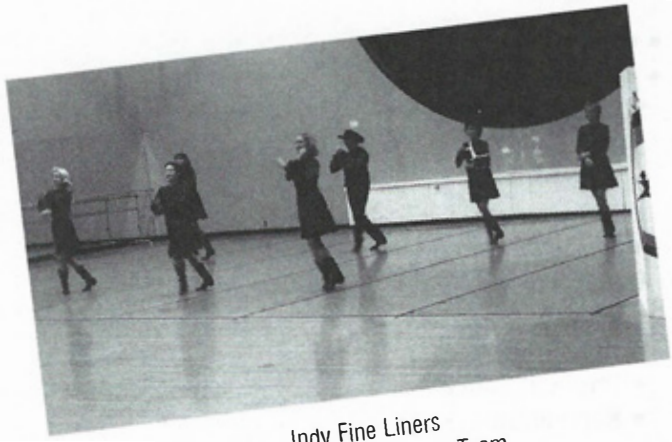


Audrey, I am
just learning

The Dance Gala

Participants

The Moving Company, Dance Prima, and Indy Fine Liners



Indy Fine Liners
Competitive Line Dance Team



Dance Prima
Broad Ripple Dance Magnet Performing Company



The Moving Company
IUPUI

Call for Proposals

Technology Conference

Health, Physical Education, Recreation Dance, & Sport
Midwest District of the American Alliance for
Health, Physical Education, Recreation, and Dance
July 29-31, 2004

Proposals are being sought for a Health, Physical Education, Recreation, Dance & Sport Technology Conference to be held at Ball State University, Muncie, IN, July 29-31, 2004. Several strands will be scheduled throughout the conference. All presentations will be assigned to one of these strands. They are:

- Hands-On Training (iMovie, Adobe PhotoShop, heart rate monitors, etc.)
- Integration/Application (in the classroom and gymnasium)
- Assessment
- Web Design/Delivery (includes online courses)
- Research (on effectiveness of technology use)

Submit the following information electronically as a MS Word file to: mbuck@bsu.edu. The abstract should be sent as a separate file. All participants will be given a CD with all of the abstracts included.

1. **Name of first presenter**, Address, Affiliation, e-mail (will be used for all correspondence), Phone
Other presenters
Affiliations
2. Title of Presentation
3. Program Description (to be included in program); to be limited to 50 words or less
4. Most appropriate strand
 - Hands-On Training
 - Integration/Application
 - Assessment
 - Web Design/Delivery
 - Research
5. Level of technology knowledge needed to get the most out of the session
 - Beginning
 - Intermediate
 - Advanced
 - Prerequisite knowledges and skills needed?
6. Age group for whom the program most suited
 - Elementary
 - Middle School
 - High School

- College/University
 - General
7. Specific hardware and software needs
 8. Space needs
 - Classroom
 - Gymnasium
 - Computer lab (Mac or PC)
 9. Discipline specific
 - Health
 - Sport
 - Physical Education
 - Recreation
 - Dance
 - General
 10. Abstract
Include title, names and affiliations of presenters. Include purpose and expected outcomes as well as a description of the presentation. This is information that will be given to all participants. Abstract should not be more than one page using 12 pt. font and 1" margins, in a MS Word document submitted electronically to: mbuck@bsu.edu

Proposals are due by February 1, 2004. Presenters will be notified in April about the status of their proposals.

Questions, please contact either:

Marilyn Buck
School of Physical Education
Ball State University
Muncie, IN 47306
mbuck@bsu.edu
765-285-1472
FAX: 765-285-3485

Valeric Wayda
School of Physical Education
Ball State University
Muncie, IN 47306
vwayda@bsu.edu
765-285-2275 Health/ Physical Education, Recreation,
Dance, & Sport Technology Conferen

Health/Physical Education, Recreation, Dance, & Sport Technology Conference

Midwest District of the American Alliance for
Health, Physical Education, Recreation, and Dance
Ball State University
Muncie, IN
July 29-31, 2004

SAVE THESE DATES!!!!

Come to a completely wireless environment to learn how to apply the latest technology, both hardware and software, to your work environment to improve effectiveness. The following strands will be featured throughout the conference program.

- Hands-On Training (digital editing, photo editing, heart rate monitors, etc.)
- Integration/Application (in the classroom and gymnasium)
- Assessment
- Web Design/Delivery (includes online courses)
- Research (on effectiveness of technology use)

Hands-on sessions will be limited to the number of participants that the equipment will allow. This will ensure that everyone has access to the equipment. The sessions will be repeated as needed to meet participant demands.

Registration Costs:

	Prior to June 1	Prior to July 1	July 1 and after (including onsite)
AAHPERD or a state AHPERD member	\$160	\$190	\$220
Non-member	\$260	\$290	\$320
Student member (undergraduate or graduate)	\$100	\$110	\$120
Student non-member	\$150	\$170	\$190

Additional information will be available on the Midwest District MHEPRD web page at <http://www.aahperd.org/districts/mwd/template.cfm?template=mwd-programs.html> and in a mailing to all Midwest District MHPERD members. For additional information, contact:

Marilyn Buck
School of Physical Education
Ball State University
Muncie, IN 47306
mbuck@bsu.edu
765-285-1472
FAX: 765-285-3485

Valerie Wayda
School of Physical Education
Ball State University
Muncie, IN 47306
vwayda@bsu.edu
765-285-2275

Reprinted Article

Do You Have A Contingency Plan?

by Diane Bonanno

Most of us, in the last few years, have done a good job of identifying the kinds of emergencies that might affect our programs. We've developed plans and procedures to handle those circumstances or events and we've trained our staff and our participants to act in a particular manner when a disaster happens. Few of us, however, are prepared to deal with the critical question of how we can maintain or resume normal program operations in the aftermath of a disruptive emergency. You may, for instance, have planned well for the possibility of a fire, routinely practiced your evacuation plans and been very satisfied with the effectiveness and speed of the response. Have you considered, however, how you will respond on the day after the fire when you realize that your payroll records, enrollment data and, indeed, your main gymnasium were among the things lost to the blaze? How will you resurrect grade books, permission slips, signed warning notices and a variety of other critical paperwork? Where will you shift your programs? How will you notify your clients and your staff? How will you pay your staff if the timecards are destroyed? These are a few of the potential problems that can cripple a program unless you develop and implement effective contingency plans.

The need for contingency plans is felt on every level of programming. How will an instructor resurrect needed attendance records or lesson plans? How will a trainer resurrect critical medical and rehabilitation records? Will you have access to grade books, incident reports and critical telephone numbers after an emergency? How will you handle scheduled program commitments if your facility is destroyed? A well thought out contingency plan will answer all of these questions.

We are all familiar with simple contingency plans. Those of us who live in a part of the country where hurricanes are prevalent stock up prior to hurricane season with batteries, water, non-perishable food, first-aid supplies, and other essentials just in case the storm isolates us in our homes for several

days. If we have done a good job of anticipating what we will need if we can't leave our homes until the utilities are restored and the roads are safe to travel we will be able to lead a relatively normal life. If we have not done a good job of anticipating our potential needs during the emergency we may find that even our lives might be threatened by our lack of preparation or a foolhardy decision we make under pressure.

Things to Think About

Contingency plans do not happen overnight. Good plans take a great deal of thought and the input of many people. It is highly unlikely that you could put a contingency plan together in an afternoon without forgetting many of the details that will help you get back to a normal routine the day after a disaster. Beware of the fast easy answer to a disaster scenario. It is often the wrong one. To be effective a plan, at the minimum, should address these general questions:

What are the likely natural, financial, and man-made disasters the department could encounter? Is the likelihood high that they may occur or is there only a small possibility? If you do not prepare could the consequences be dire? Should you try to cover each scenario fully or should you identify those where the loss is the greatest and spend the limited funds/resources you might have on the most critical? Can any scenario be eliminated by upgrading equipment or instituting a better maintenance program?

How critical is the system or equipment that might be lost? If you do not have it will it result in the loss of quality service, revenue you are dependent upon, loss of customers, or your reputation? Will the loss make it more difficult for the employees to do their job, for the students to perform safely, or the department to start functioning within 24 hours of the disaster?

What will you do if your support system is not available, but your facility is intact? Can you function if your support services are down, but your facility is destroyed? Do you have alternatives if both the facility and the support services have been destroyed?

Steps In the Development Process

There are several basic steps you can follow to develop a contingency plan.

Step One: The administrator needs to determine the process that will be used to develop the contingency plan and the timeline that the group will follow before he/she gets the rest of the staff involved. The size of the planning group, the composition of the team, the questions that the group will attempt to answer, and the report format are the types of decisions the administrator should make before the project begins.

Step Two: Once the scope of the task is outlined the administrator should gather the planning committee together and give them their charge. It is important that the team have a complete understanding of what it is they are supposed to do so that they don't waste time trying to solve problems that are not of a critical or important nature.

Step Three: The committee/administrator calls a meeting of the larger group to explain what a contingency plan is and what steps the committee will follow to create the plan. During this group meeting the administrator should explain the difference between critical functions, important functions, and routine functions using the following definitions:

Critical is defined as a function that must be restored within 24 hours for a person to be able to do their job effectively. If a teacher, for instance lost their grade book or their lesson plans in a fire it is not imperative that they have a restored copy within 24 hours for them to be able to teach their class. If on the other hand, they were taking a trip and the permissions slips and the emergency phone numbers for the participants were destroyed they would not be able to leave the school without them. Similarly, a department might not need to have their e-mail service restored immediately after a system failure, but they might absolutely need their online registration program functioning so they can serve their patrons effectively.

Important is defined as a function that must be restored within 4 to 5 days or the department would lose credibility or functionality. If contracts

Facility/Function	Disaster Scenario	Rating	Likely Result	Possible Remedy
H.S. Gymnasium	Roof failure when facility is unoccupied	Critical	Gymnasium will be closed indefinitely. All activities will be postponed or canceled	Use the Jr. High School gym or draw up a contract with a neighboring community to use one of their facilities
Main office computer	Electrical storm creates power surge that destroys the hard drive of the computer	Important	The department will be without grades and copies of the emergency authorization forms	Duplicate files are backed up weekly on a computer that is kept in another building. A spare hard drive or computer is kept in storage. Files can be restored in 3 to 4 days

Figure 1

had been let on a facility that was lost and the contracts themselves were destroyed, restoring the facility or setting up in an alternative location might be considered important but being able to contact the clients to let them know what had happened and ask them if they would like to reschedule or have a refund would be critical.

Routine is defined as a function that is necessary but would not have a great impact on the department if it were not restored immediately. Loss of uniforms and equipment for teams that are not in season, records of past award winners, curriculum guides, trophy cases are all examples of routine items that can be restored at a later date.

During the meeting the staff members should be given a grid to complete. The grid would outline the questions a person would answer based on the needs of their job. A simple grid might ask the staff member to identify each of the functions they perform or the facilities they use, the possible disaster that might occur, the likely impact the loss of that function or facility would have on the department's ability to serve its patrons, the possible ways that the failure might be avoided and what is necessary to bring that service back on line quickly and whether that function/facility was critical, important or routine. The actual grid might look like Figure 1:

Step Four: The planning committee meets with each person or unit in the department and reviews the grid that was prepared for that area.

Step Five: The committee decides what gets backed up, how one plans for the interim period and the order in which functions will be resumed. You must recognize that if there is a large problem such as a flood, you may not be the only organization needing supplies or services. Recognize, therefore, that it may be necessary to formalize some arrangements before the disaster happens. A college, for instance, may want to make two different reciprocal agreements for space if a disaster happens. One might be with a local high school and another with a college several towns away. Having two agreements instead of one insures that they are ready for a disaster whether it is confined to their campus or has affected the entire city they are in.

Step Six: Develop the contingency plans. Understand that this must happen one piece at a time otherwise it

can simply be overwhelming. Look at all the emergency action plans and decide which you will focus on first. Develop contingency plans for those. Oftentimes you will find that writing contingency plans for those bigger problems will satisfy many of the needs for the others. The committee should remember that their objectives during this process are to accurately identify the critical areas, minimize the delays in resuming normal functioning, narrow the scope of decisions that have to be made during a disaster, insure that backup plans can truly work and outline a plan for testing the procedures they have devised.

To be effective the plan should be detailed and outline (1) who will activate the plan and an alternate if that person is not available as well as where the plan will be stored so that it can be retrieved if there is a disaster and where the disaster committee will meet (2) the personnel that are needed directly after a disaster to restore functionality, (3) how staff will be contacted, (4) How patrons and vendors will be contacted (5) the equipment that is needed for start up, (6) where the equipment is stored (7) who is charged with the responsibility to keep the equipment in good repair and or responsible for backing up computer files. The plan should be concise and instructive. It should read like a good cookbook not a bad manual that comes with a cell phone or a VCR.

Step Seven: Share the plan with all staff members and design training sessions where needed to insure that everyone knows their job and can fulfill their responsibilities if they are called upon in an emergency.

Step Eight: Test the plans. In essence, this will require you to create the emergency in order to test the contingency. The committee should develop testing criteria, a testing scenario, and evaluation criteria. Once the plans have been tested the committee should meet evaluate the plan and make changes as necessary.

Step Nine: Review and Revise the plan. A contingency plan is never finished. It should evolve over time just as any good plan does.

*Share Your Copy of the
Journal with a Colleague*

Reprinted Article

Hazards and Safety Within Playground Facilities

By Tom Bowler, Chair of Council on Play -- AALR

In today's playgrounds across America, there are many playgrounds with safety features, as well as those possessing many hazards. Commonly, a hazard within the playground industry has been defined as an unforeseen danger which can injure the participant. On the other hand, a risk has been defined as a challenge to the participant along with the opportunity to make a choice to accept this challenge (1).

There are many common hazards which can exist on today's playgrounds. The most common are: groundcover insufficient in depth, outdated equipment, rusting equipment, chain and fasteners problems, and entrapments for body parts.

Groundcover should be one of the prime concerns for the caregiver on any playground as it attenuates falls and lessens scrapes and bruises. It has been documented during any given year that approximately seventy percent (70 %) of all playground injuries are due to falls (2). With that being articulated, it is just good common sense to attend to this area of the playground first in attempting to make it safe. Common loose groundcovers are: sand (coarse and fine), wood mulch products, peastone, and chopped rubber products. Unitary groundcovers consist of rubber tiles, as well as, poured-in-place rubber surfacing. The head is the most vulnerable body part at risk during a fall. Therefore, measurement has been done within the playground industry to accommodate this area of the body with headform drop testing. Whether loose materials are utilized, or unitary materials, the product must be able to attenuate (absorb) shock with the benchmark or threshold of 200 G's. Anything in excess of this force could produce serious head injuries. (It should be mentioned the playground industry does NOT have a test to measure the threshold for orthopedic injuries to the arms, legs, ribs etc.) Height of the equipment is also an important area to consider, when making choices about groundcover. For example, coarse sand at nine inches compressed (walked on) material will only attenuate to four feet. Therefore, if your decks within a composite structure are six feet high and coarse sand has been

purchased for this playground facility, you have selected the improper type of groundcover.

Groundcover often is not maintained to a sufficient depth. Unfortunately, in some parts of our country, different standards are being employed. For example, in one county, the benchmark of six inches was written into their regulations for the "standard of care" for daycare providers. Certainly, this has far reaching effects on the safety of children using the equipment. Six inches may not be sufficient to attenuate falls from various heights depending on the material and circumstances, Unfortunately, from the standpoint of politics and finances, this faulty rationale made sense for this county.

Outdated equipment, or, non compliant equipment is another area for concern. Limited budgets and lack of information are preventing some entities from moving forward with new equipment. Animal figure swings should not be present on any playground within the United States today. The impact they could potentially provide could be most injurious to a youngster. Freestanding slides with open ladder rungs measuring between 3 inches to 9 inches should be taken down. Many of these old metallic slides still exist on today's playgrounds. Lastly, the old fulcrum seesaw should be removed., if safety features are not accounted for, such as a bumper under the seat. the fulcrum area can pose a "crush, shear, and pinch point."

Rusting equipment is a "silent" enemy on the playground. It may be occurring without anyone noticing the rust. (Hence, the need for routine inspections.) The rust can occur on support members for swings, for example, thus posing a serious problem for the unsuspecting child (i.e. an unforeseen hazard). The rusting can be accentuated in towns bordering the ocean, as salt air affects the metal. Within these communities, a more proactive role of inspection is paramount.

Chain and fastener problems commonly occur on playgrounds. For example, the constant torque and

twisting of children idling while seated in the seat and turning in place can damage chain for swings. Links must be inspected for damage and "S" hooks (for the fastening system) must be crimped sufficiently to prevent them from becoming dislodged. Another area often overlooked is the concern of clothing getting entrapped in the seat fastener if it is not crimped sufficiently. Fasteners must be crimped to the tolerance of 0.04 inches. Most of us would not be carrying around a "feeler" (sparkplug) gauge to measure this gap, but the common credit card thickness, or the thickness of a dime, would approximate this small tolerance. This measurement technique can be used to ascertain if the fastener is crimped sufficiently.

Entrapments can be hidden on the playground in abundance. Generally speaking, if a child cannot withdraw a body part it is considered an entrapment (3). The head is the body part most at risk since strangulation can occur. Most likely, children entrapping (the head would be doing a "feet first entry" into a space between 3 to 9 inches. Thus, the smaller torso would be accepted into this space, however, the larger head would become lodged. Unfortunately, caregivers are sometimes completely uninformed regarding this area of playground safety.

Everyday, children are being provided with play environments which are simply hazardous for use.

Groundcover, outdated equipment, rusting equipment, chain and fastener issues, and entrapments are safety areas that need to be addressed by caregivers of playground equipment. All too often, the caregiver purchases the equipment without due regard for upkeep. Rhetorically, would you buy a house and never replace the plumbing, the roof, the driveway, etc.? Everything has a life expectancy. Playgrounds are no different. All playgrounds need constant inspection, maintenance, and repair.

When was the last time you took a good look at your playground?

References:

- (1) Kutska, K. S., Hoffman, K. J., and Malkusak, A. (2002). *Playground safety is no accident*. (3rd ed.) Ashburn, VA: National Recreation & Park Association.
- (2) National program for Playground Safety. (2002, March). *National action plan for the prevention of playground injuries*. Cedar Falls, Iowa: University of Northern Iowa, Office of Public Relations.
- (3) Standard consumer safety performance specification for playground equipment for public use. F1487-01. (2001, August). West Conshohocken, PA: American Society for Testing and Materials International.

Fund Your Project



APPLY FOR AN IAHPERD GRANT

Contact: Lana Groombridge
Manchester College
604 E. College Ave, Box PERC
N. Manchester IN 46962
(260.982.5353) llgroombridge@manchester.edu



SCHOLARSHIP AWARDS

HIGH SCHOOL SCHOLARSHIPS

Indiana AHPERD awards four \$500 scholarships each year to graduating seniors who plan to major in health education, physical education, recreation, dance education, or allied areas (athletic training, exercise science, sports administration) at an Indiana college or university. These competitive scholarships are based on participation in school and community activities, academic achievement, and financial need. The 2003 High School Scholarship recipient is:

Abby Rich
Princeton Community High School,
Princeton, Ind.



Ms. Abby Rich is a 2003 graduate of Princeton Community High School. She is currently attending Indiana University where she is majoring in Dance Education. While in high school, Abby maintained a grade point average of 3.95. She participated in Colorguard, Drama Club, Speech Team, and a number of other student groups. Abby was also actively involved in her community performing with the Children's Center for Dance Education, assisting with her church youth group, and counseling with the North Gibson Youth Coalition. One of her references

stated "Abby has grown into the kind of person that all parents and educators envision. She works very hard and has high standards for herself and others. In terms of being a well-rounded student, she is a perfect circle."

JEAN LEE/JEFF MARVIN COLLEGIATE SCHOLARSHIPS

The Association awards four \$1000 scholarships each year to undergraduate college students who are majoring in health education, physical education, recreation, dance education, or allied areas (athletic training, exercise science, sports administration) at an Indiana college or university. Awards are based on participation in collegiate activities, professional competence, potential as a professional, grade point average, and financial need. The recipients for the 2003 Jean Lee/Jeff Marvin Collegiate Scholarships are:

AJ Martzall (Shelbyville, Ind.),
Manchester College, North
Manchester, Ind.



Mr. AJ Martzall is a junior at Manchester College majoring in K-12 Health and Physical Education Teaching. He has been a member of the varsity football team for three years earning academic honors with a 3.45 grade point average. AJ serves as the Activity Director for the Sport, Health, and Physical Education (SHAPE) Club

and participates in intramurals on campus. He not only desires to teach, but to help children fulfill their dreams and goals through physical activity. Professors at Manchester College commend AJ for his willingness to try new things and his ability to apply the knowledge that he has gained.

**Aimee Muller (Rochester, NY),
University of Southern Indiana,
Evansville, Ind.**



Ms. Aimee Muller is majoring in Physical Education with a Health minor at the University of Southern Indiana. She has been recognized for her leadership on and off the field. Aimee has been on the varsity soccer team for two years, earning all-conference honors. She is also a leader in the classroom maintaining a 3.34 grade point average. Aimee feels that it is her job to teach children good health habits and lifetime involvement in physical activity. Her advisor commends her for her quality work and effective communication skills. Aimee's dedication will take her a long way on her professional journey.

**Misty Minniear (Richmond, Ind.),
Manchester College, North
Manchester, Ind.**



Ms. Misty Minniear is a senior studying Adapted Physical Education Teaching at Manchester College. Misty is on the Dean's List earning a 3.45 grade point average. She currently is the President of the Council for Future Professionals for the state association and serves as Treasurer for her College's HPERD student organization, the Sport, Health, and Physical Education (SHAPE) Club. Misty was honored as IAHPERD'S 2002 Outstanding Student of the Year and represented Indiana at the National AAHPERD Student Leadership Conference. She has also presented at the state conference sharing her study abroad experience in England. Misty's career goal is to become an elementary physical educator promoting fitness and physical activity for all students, those with and without disabilities. Her references praise Misty for her critical thinking skills and creativity in teaching.

**CATHERINE WOLF
CONFERENCE SCHOLARSHIPS**

Each year Indiana AHPERD awards a scholarship to attend the state conference to one student from each college and university in Indiana who is studying health education, physical education, recreation, dance education, or allied areas (athletic training, exercise

science, sports administration). Each institution determines its own scholarship recipient based on college activities, leadership in HPERD activities, and a philosophy statement. The 2003 Catherine Wolf scholarship recipients are:

- | | |
|---|------------------|
| Anderson University | Travis Callahan |
| Ball State University | Kristin Schafer |
| Indiana University | Lindsay Clipfell |
| Indiana Wesleyan University | Ashley Palmer |
| Indiana University-
Purdue University Indianapolis | William Haverly |
| Manchester College | Molly Sanders |
| Purdue University | Eileen Feil |
| Tri-State University | Darla Roberson |
| University of Evansville | Charlene Frasur |
| University of Indianapolis | Marci Royalty |
| University of Southern Indiana | Jonathan Day |
| Vincennes University | Anthony Oliver |

SPECIAL CONTRIBUTION

**Suellen K. Reed,
Indiana Department of Education,
Indianapolis, Ind.**



**Bob A. Rider,
Butler University, Indianapolis, Ind.**



The Special Contribution Award recognizes individuals who are outside of health, physical education, recreation, dance, sport, and allied areas but who, through their work, have contributed significantly to the general purposes of the Association. The 2003 Special Contribution Award is presented to Dr. Suellen Reed and Dr. Bob Rider.

Dr. Suellen Reed has served in virtually every position in which one can serve in the education field, having been a teacher at the elementary, middle, and high school levels, principal, and superintendent. She is now serving as Indiana's Superintendent of Public Instruction. Dr. Reed began endorsing the concept of having a Coordinated School Health Program after she read the Indiana Fitness Assessment Team (IFAT) report to the Indiana legislature lamenting the status of physical education in our schools. She wanted to develop a program that would have the potential to increase the health of Hoosier students. Dr. Reed recognizes that healthy children will make healthy learners and thus have the potential to raise academic achievement.

Dr. Bob Rider is currently the Dean of Education at Butler University. He was brought into discussions because he had experience in developing a Coordinated School

Health Program. Although he is a transplanted Hoosier from Florida, his heart is with the children of Indiana. Dr. Rider promotes strong health and physical education programs even when tight budgets have dire consequences in our schools.

With Drs. Reed and Rider's support and encouragement, the Indiana Department of Education wrote a successful grant to fund the Coordinated School Health program. "Without their vision and passion for health and physical education, it would not have happened" reports Suzie Crouch, IDOE Health and Physical Education Consultant.

On behalf of Indiana AHPERD we congratulate Drs. Reed and Rider on their Special Contribution Award for dedicated service to the Coordinated School Health Program and the students of Indiana.

LEGACY

The Indiana AHPERD created the Legacy Award in 2000. It is designed to recognize persons in the health, physical education, recreation, dance, sport, and allied professions who have given long and distinguished service. Qualifications for this award are as follows:

1. Given at least 25 years of service to the Association,
2. Serves or has served in a health, physical education, recreation, dance, sport, or allied career,
3. Current member of Indiana AHPERD,
4. Made a distinguished contribution to the Association (Program Director, Committee, Conference, Programs), and
5. Awarded near the end of a career or in retirement.

The Legacy Award is not intended to overshadow the Honor Award, the Association's highest recognition for leadership and service. Instead, the Legacy Award recognizes those persons who continue to contribute to the profession in significant ways over the course of their entire career. As the name indicates, persons of this stature have left a legacy, a benchmark, or a standard in professional service, scholarship, and leadership. The recipients for 2003 are:

Adelaide Cole, New Castle, Ind.

Nancy Linson, Muncie, Ind.

ASSOCIATION AWARDS

LEADERSHIP

Cathy L. Huntsinger,
Frankton High School, Frankton, Ind.

The Leadership Award recognizes an individual who has demonstrated significant leadership in terms of program development in health, physical education, recreation, dance, sport, and/or allied areas, and



whose contributions reflect prestige, honor, and dignity to the Association. The 2003 Indiana AHPERD Leadership Award is presented to Ms. Cathy Huntsinger. Cathy has taught K-12 students health and physical education for 26 years and currently teaches students at Frankton High School. She has displayed distinctive leadership in curriculum development in the Frankton Community Schools. One of her colleagues stated, "When Cathy first came to Frankton the curriculum consisted of only basic health and physical education courses. Now the students have the opportunity to take classes in first aid, anatomy and kinesiology with athletic training, advanced physical education, and body maintenance. I believe Frankton was the first high school in Indiana to add CPR certification to their health curriculum."

Cathy has led our state association in numerous positions, such as Executive Secretary, Regional Coordinator, Jump Rope/Hoops for Heart Task Force, and member of the Awards Committee. She has served on the Indiana Professional Standards Board to develop the standards that govern the preparation and licensing of physical education teachers. Ms. Huntsinger also worked on the state Health textbook adoption committee, served on the advisory board for drafting the Physical Education Standards, and was a member of the team that wrote the Indiana Health Standards. She provided leadership in a variety of other curriculum development committees including the certification committee for the Indiana academic diploma in the area of physical education, the Hoops for Heart curriculum for the Midwest District AAHPERD, and the School Library Media Specialists' Literacy Task Force to create the correlation of the Literacy Standards to the Indiana Academic Standards in Health Education.

Ms. Huntsinger is known for presenting effective workshops on health and physical education at the state, district, and national levels. She also has a creative flare about herself as she designed our IAHPERD logo and "Exercise Your Right to be Healthy" bumper sticker.

On behalf of Indiana AHPERD we congratulate Cathy on her Leadership Award as she continues to touch the lives of her students and the youth in the Frankton community.

OUTSTANDING STUDENT

**Brooke E. Sutton (Warsaw, Ind.),
Anderson University, Anderson, Ind.**

The Outstanding Student Award recognizes an undergraduate student who has displayed distinctive leadership and meritorious service to his/her profession of health, physical education, recreation, dance, sport, and/or allied areas. Indiana AHPERD's Outstanding Student Award for 2003 is presented to Ms. Brooke Sutton. Brooke is a student at Anderson University completing a degree in K-12 Physical Education. Ms. Sutton has been active as a member of the Raven volleyball team, Physical Education Majors Club, and Kappa Delta Phi, the Education Honor Society. She also helps organize and administer the annual Special Olympic Track Meet and Very Special Arts Celebration on the Anderson campus. Ms. Sutton currently serves at an assistant volleyball coach at AU. Brooke participated in the administration of IAHPERD'S Shape Up Indiana Day last spring.

Qualities that professors use to describe Brooke are thoroughness, accuracy, creativity, initiative, and a leader who "takes others along with her to a higher level than they expected to go." She believes physical educators can "sculpt, shape, and mold the lives of young people. We have influential jobs that can have profound lifelong effects on students."

Brooke is planning to complete her degree in May 2004. On behalf of the Indiana AHPERD we wish Ms. Sutton all the best knowing a talented, energetic, young professional physical educator will soon be mentoring students in Indiana.



PATHFINDER

**Lisa L. Hicks,
University of Indianapolis,
Indianapolis, Ind.**

The Pathfinder Award was established to honor a member who has and/or continues to advocate, recruit, and enhance opportunities for girls and women in sport and sport leadership. The Pathfinder Award for 2003 is presented to Ms. Lisa Hicks. Lisa has 18 years of professional service, starting off teaching and coaching at Marion High School, then moving to Manchester College before receiving her current position at the University of Indianapolis (UI). During her tenure, Ms. Hicks has administered summer basketball camps and organized a "ball girl" program which allowed elementary and middle school girls the opportunity to assist with game function.



She also created a community newsletter to inform parents and fans of girls and women basketball and provided coaching opportunities for many individuals to develop their leadership skills. Even though Lisa has retired from college coaching, she continues to promote physical activity opportunities for girls and women as the chair of the UI Department of Kinesiology.

Indiana AHPERD congratulates Lisa on her Pathfinder Award as she continues to impact the athletic lives of girls and women in her community.

YOUNG PROFESSIONAL

**Molly K. Hare,
Indiana State University,
Terre Haute, Ind.**

The Young Professional Award recognizes a younger member of the Indiana AHPERD who has demonstrated outstanding potential in teaching, scholarship, and service.

The recipient shall have demonstrated a quality of performance that, if continued, indicates that he/she will develop into a distinguished member of the profession. The Indiana AHPERD would like to recognize Dr. Molly Hare as the 2003 Young Professional.

Dr. Hare has established herself as an outstanding young professional having taught less than 10 years in Illinois and Indiana. She began her teaching experience at Holy Cross School, becoming the primary cooperating teacher at the University of Illinois. Molly continues to grow and shine as she instructs students in undergraduate physical education teacher education courses at Indiana State University (ISU). Dr. Hare also mentors the ISU Majors' Club who volunteer to teach homeschool students in the community.

Molly feels strongly about serving her state association. In her short period of time at ISU, Dr. Hare has demonstrated a devotion to the advancement of health, physical education, recreation, dance, sport, and allied areas. The difficulty of seeking tenure and promotion for young faculty members often makes service a challenge. However, she feels strongly that service to IAHPERD is something that must be accomplished. "I plan to give to the profession as much as I gained from the profession." She currently serves her state association as Program Director for Higher Education and Chairs the Higher Education Program Council.

As a young scholar, Dr. Hare has made significant contributions to the research base in the area of misconceptions during physical education. Most recently, Molly has focused her study on students' previous educational experience related to the development of misconceptions. This key research will move the body of knowledge toward an understanding how students in



physical education acquire knowledge. Molly has shared her knowledge through publications in such prestigious journals as *Research Works of the Journal of Physical Education, Recreation, and Dance*, the *Journal of Teaching in Physical Education*, and *Teaching Elementary Physical Education*. She has also presented effective workshops at AAHPERD, American Educational Research Association, and state and district association meetings. Dr. Hare has been successful in writing a grant for technology-based instruction.

On behalf of Indiana AHPERD we salute Molly on her Young Professional Award.

HONOR

**Karen S. Hatch,
McCulloch Middle School,
Marion, Ind.**



The Honor Award is the highest recognition by the Indiana AHPERD to one of its members who is clearly outstanding in his/her profession with long and distinguished service to health, physical education, creation, dance, sport, and/or allied areas. Ms. Karen Hatch is truly deserving of such an award. She has been teaching children and youth for over 29 years, mostly in the Marion Community schools. Since 1983, Karen has served IAHPERD in many capacities: President, Program Director for Hoops for Heart, member of the Health Program Council, Awards Committee, Nominating Committee, and Jump Rope/Hoops for Heart Task Force, to name a few. Ms. Hatch has always worked with a goal of making Health Education an IAHPERD priority. Her theme as President centered on Health in the public schools and in the community at large. She served on the Indiana Department of Education committee that wrote the 2002 Health Education Standards. Her motto is "Good Health: You Can't Really Enjoy Life Without It."

Karen has also been active with Midwest District AAHPERD as President of the District and Vice President for Health and Safety. She is also known for her presentations and publications, as well as being a guest speaker at various service organizations. Ms. Hatch is also the first Hoosier to be the recipient of an AAHPERD award being named the American Association for Health Education (AAHE) 1994 National Health Education Professional of the Year.

Indiana AHPERD is proud of Karen and wishes her continued success as she teaches healthy lifestyles to young adults in Marion.

TEACHERS OF THE YEAR AWARDS

HEALTH EDUCATOR OF THE YEAR

**Bobbi Lautzenheiser,
Manchester Junior High School,
North Manchester, Ind.**



The Health Educator of the Year Award recognizes the work of an outstanding health education teacher. A health educator is defined for the purpose of this award as an individual whose primary responsibility is teaching students health education in kindergarten through twelfth grades for a specific school corporation. The 2003 Indiana AHPERD Health Educator of the Year Award is presented to Ms. Bobbi Lautzenheiser. Bobbi received her BS degree from Michigan State University and her MS from Indiana University. She has taught health and physical education for over 21 years. Ms. Lautz, as she is referred to by her students, is not only an innovative classroom teacher developing new curricula, she also serves as department chair coordinating the health and physical education program and writes the healthy lifestyles section for the school newsletter. With the cooperation of the MJHS faculty, Ms. Lautzenheiser coordinates an extensive All Children Exercising Simultaneously (ACES) event each year. Bobbi states, "I feel very fortunate to teach with a faculty that values the importance of health education. Health is viewed as an integral aspect of the total academic experience for students by parents and the community. I am most excited when I am able to demonstrate to students how health is interwoven with other curricular areas. One of the nicest compliments I receive from students is when they ask if we can repeat a lesson format."

Bobbi has also provided leadership in the Indiana AHPERD as State Director of Regions, served as a Regional Coordinator, and chair of the Awards Committee. She is an active member of the Wabash County Mental Health Association, Warsaw Women's Softball League, and Manchester Teacher's Association. Her principal writes, "Ms. Lautz's enthusiasm for health and physical education and her students is ongoing. She spends countless hours beyond the scheduled school day preparing for instruction and meeting with other teachers to improve learning opportunities for students."

Best wishes from Indiana AHPERD to Bobbi as she continues to educate the youth of North Manchester through the use of her innovative health program.

ELEMENTARY PHYSICAL EDUCATION TEACHER OF THE YEAR

Catherine Caldwell,
Shamrock Springs Elementary School,
Westfield, Ind.

The Elementary Physical Education Teacher of the Year Award recognizes the work of an outstanding elementary physical education teacher. An elementary physical educator is defined for the purpose of this award as an individual whose primary responsibility is teaching students physical education in kindergarten through sixth grades for a specific school corporation. The 2003 Indiana AHPERD Teacher of the Year in Elementary Physical Education is Ms. Catherine Caldwell.

Ms. Caldwell began her 26th year of teaching with this school year marking 20 years of service for Westfield Washington Schools. Currently teaching at Shamrock Springs Elementary School, Catherine has developed several innovative projects to improve children's health and physical fitness. A 1/3-mile fitness trail was built in the school's Wildlife Habitat with PTO support and a young man earning his Eagle Scout badge. Providing quality gymnastics instruction became a reality with the "Visiting Gymnasts" program. "Fitness, Snacks, and Volleyball" is an after school program she directs for fourth grade students. Catherine continues to develop professionally by creating quality assessment tools and researching new fitness workouts for her students.

Besides serving Indiana AHPERD on the Elementary Physical Education Program Council and several other committees, you may also recognize Catherine for her presentation on "Nutrition Lessons That Will Make a Difference" at our state conference.

On behalf of Indiana AHPERD, best wishes are extended to Catherine as she strives to bring innovative and quality physical education programming to young students at Shamrock Springs in Westfield.



MIDDLE SCHOOL PHYSICAL EDUCATION TEACHER OF THE YEAR

Raoul R. Donati,
Discovery Middle School,
Granger, Ind.

The Middle School Physical Education Teacher of the Year Award recognizes the work of an outstanding middle school physical education



teacher. Defined for the purpose of this award as an individual whose primary responsibility is teaching students physical education in grades 6-8 for a specific school corporation, Indiana AHPERD would like to present Mr. Raoul Donati the 2003 Middle School Physical Education Teacher of the Year Award. Raoul has been teaching health and physical education and coaching for more than 14 years. He teaches classes for the American Red Cross, coaches Special Olympic athletes, and encourages his students to volunteer with the American Heart Association during Jump Rope for Heart and Hoops for Heart events.

Raoul has organized intramural programming at his school, presented programs in several other school corporations, and shared his ideas with fellow professionals at Indiana AHPERD state conferences. Raoul serves as Program Director for Sport and chairs the Sport Program Council.

A colleague writes, "There are many attributes that characterize Mr. Donati's teaching. He truly affects the lives of each one of his students. Raoul works to give them hope and ambition to become a better person. His students are motivated and take pride and ownership in his classroom."

Best wishes to Raoul from the Indiana AHPERD as he provides a variety of successful lifelong physical activity learning experiences for the youth in the Penn-Harris-Madison School Corporation.

SECONDARY PHYSICIAN EDUCATION TEACHER OF THE YEAR

Ellen Mitchell,
Wabash High School, Wabash, Ind.

The Secondary Physical Education Teacher of the Year Award recognizes the work of an outstanding secondary physical education teacher, who teaches in grades 9-12 for a specific school corporation. The 2003 Indiana AHPERD Teacher of the Year Award in Secondary Physical Education is presented to Ms. Ellen Mitchell. A fitness professional for 33 years, Ellen currently teaches students physical education at Wabash High School. Referred to as a "teacher of teachers" she serves as a cooperating teacher for many student teachers from area colleges and universities and allows other districts' teachers to observe her instruction. She has been very successful in motivating students and increasing fitness awareness and has implemented the use of technology in the Wabash curriculum to meet national standards.

Ellen receives great personal satisfaction helping her students reach their fitness goals and watching how



physical activity changes their lives. Her superintendent states, "Ms. Mitchell not only models a physically active lifestyle, she verbalizes the importance of physical education to everyone she meets." A colleague writes, "One of the most impressive things that I observe in Ellen's classes is that everyone is extremely active and working at their own fitness level. Students that would normally be inactive are participating and showing great improvements. Her students are genuinely engaged and enjoying her classes."

On behalf of Indiana AHPERD, best wishes go out to Ellen as she endeavors to provide quality health and physical activity programming to Wabash area youth.

RECREATION PROFESSIONAL OF THE YEAR

J. Matt Rota-Autry,
Indiana University-Purdue University,
Indianapolis



The Recreation Professional of the Year Award provides a means through which Indiana AHPERD recognizes the work of an individual who exhibits outstanding and creative leadership in the recreation profession or as an innovative leisure educator at the college/university level. Mr. Matt Rota-Autry of Indiana University-Purdue University Indianapolis (IUPUI) is truly deserving of such an award. Matt has served as the Director of Intramural and Recreational Sports at IUPUI since 1996. Shortly after joining the IUPUI faculty, he became involved in Indiana AHPERD serving as the Program Director for Recreation. Leadership is one avenue Matt uses to promote health, physical education, recreation, dance, sport, and allied areas throughout Indiana. The focal point of Matt's involvement and commitment to IAHPERD is his desire to

promote active lifestyles through the students he mentors. Our profession is well represented through his dynamic presentations whether in the classroom or at conferences.

Indiana AHPERD wishes the best to Matt as he strives to bring innovative recreation and leisure programming to students in Indianapolis and throughout the state.

DANCE EDUCATOR OF THE YEAR

Ya'akov Eden,
Ball State University, Muncie, Ind.



The Dance Educator of the Year Award recognizes the work of an outstanding dance education teacher. A dance educator is defined for the purpose of this award as an individual who has major responsibility for teaching students dance in grades K-12 for a specific school corporation or is an innovative dance educator at the college/university level. The 2003 Indiana AHPERD Dance Educator of the Year is Mr. Ya'akov Eden. A teacher at Ball State University for 32 years, Ya'akov is responsible for coordinating the dance education program, directing The Banevolks, BSU's folk dance company, and teaching social, folk, and country western dance classes. Ya'akov has demonstrated professional commitment through active participation in local, state, and national dance organizations. He has served as the Indiana AHPERD Program Director for Dance, Chaired the Dance Program Council, and lead numerous dance workshops at our state conferences, as well as presented programs at the AAHPERD national convention.

It is an Indiana AHPERD honor to extend best wishes to Ya'akov as he promotes an understanding of dance as an integral part of the health and physical education curriculum to future HPERD professionals.

Share Your
Copy of the
Journal with a Colleague

Future of Indiana: Students Unite at Midwest Leadership Conference

Misty D. Minniear
Council for Future Professionals, President
Manchester College
604 E College Avenue, MC Box 769
North Manchester, IN 46962
mdminniear@manchester.edu

The Midwest Student Leadership Conference was held at Pokagon State Park in Angola, IN, October 6-8, 2003. The conference brought 11 students from Indiana colleges and universities as well as many other students from the other five states in the Midwest District AAHPERD. It was set up for students to learn about the Alliance and focus on the theme "Together We Can Lead the Way!" Indiana was well represented, having students from: Butler University, Indiana University, IUPUI, Manchester College, Purdue University, Tri-State University, and Valparaiso University.

Once the students arrived, they had a chance to become acquainted by taking part in several icebreakers. These activities quickly introduced each person attending the conference as well as gave each of us an idea of what his/her purpose was for attending the conference. Also at this time, the students met with Susan Flynn, the Council for Future Professionals advisor and a professor from Purdue University. Following the activities the students joined the professional leadership for an informational meeting about the Alliance, how it was set up, and how students could be involved at the state, district, and national levels. To top the evening off, the students held a campfire social and exchanged tee shirts with their colleagues from the different states.

The next day brought with it a new set of challenges. Friday was filled with cooperative activities and other sessions with the Midwest professionals. The cooperative challenges, focusing on self-discovery and leadership, included the Gemstone Adventure, orienteering, and spider web, to name a few. In the afternoon and evening

students had another chance to mingle with the professionals. Many of them even sat down and spoke one-on-one with the Midwest District Executive Committee. It was a great opportunity for everyone to ask questions and see how they could get involved. West Virginia hosted a social for all of us that evening. Before the social, the students held elections for a new president and president-elect for the Midwest District. Two Hoosiers, Tern Horsky (Purdue University) and Adrienne Akin (Butler University), were elected to the open positions, Terri will begin representing the Council for Future Professionals as President in June 2004.

The Midwest District AAHPERD Representative Assembly meeting was held Saturday morning. This was very enlightening; students had the opportunity to see how the whole organization operated. After the meeting, the end of the conference was near and a wrap up session was held. Susan Flynn used this time to lead the students in a final discussion about all of the components of the conference. The students talked about what they had improved on and what they found to be most useful for their futures. Overall, the students agreed that the conference was a big success and many of them would like to return again next year. Each student took home with them a new name to add to his/her contacts. These contacts, as well as the new skills, were taken back to each state to improve the leadership at their college or university. The 11 students from Indiana realize that these experiences will be helpful with their future professions in health, physical education, recreation, dance, sport, and allied fields.

The Physical Education Summer Institute (formerly PACE) is co-sponsored by Indiana University and the State Department of Education. The workshop will be held in Indianapolis on June 23-24-25. College credit of 1-3 hours is available. For more information contact Donetta Cothran at 812-855-6430 or view the web page at: <http://www.indiana.edu/~kines/pesi/home.html>

Reviewed Article

Weighing Heavy on Society: Does our Environment Make us Fat?

Tonia Van Staveren, Ph.D.
Department of Health and Physical Education
Eastern Connecticut State University

The prevalence of overweight and obesity in the US was largely stable from 1960 to 1980, but since the 1980s, rates have been steadily rising. Genetic factors may predispose some individuals to obesity, however, in light of the rapid development of obesity rates in genetically stable populations, the obesity epidemic has been attributed to adverse environmental factors (Hill & Peters, 1998). Rising rates of overweight and obesity over the last 20 years suggest the environment has changed such that fewer and fewer individuals are able to maintain a healthy body weight. Several pervasive environmental factors which encourage excessive energy intake and discourage energy expenditure, in both children and adults, are increasingly recognized as the major driving force behind the growing problem of obesity. Data from worldwide surveys led the World Health Organization (WHO) to issue a statement in 1997 indicating that "obesity's impact is so diverse and extreme that it should now be regarded as one of the greatest neglected public health problems of our time.

We live in an environment today where physical activity is *rarely ever required* and inexpensive, high energy density food is *nearly always available*. As a result, those who are not putting forth substantial conscious effort to managing their body weight (such as dietary control and/or engaging in regular physical exercise) are probably gaining weight. In order to combat the growing epidemic of obesity, serious efforts need to be focused on creating an environment that supports and encourages individuals to engage in healthy eating and physical activity behaviors. This sentiment was stressed by the former US Surgeon General Satcher: "*Many people believe that dealing with overweight and obesity is a personal problem. To some degree they are right, but it is also a community responsibility. When there are no safe, accessible places for children to play or adults to walk, jog, or ride a bike, that is a community responsibility. When school lunchrooms or office cafeterias do not provide healthy and appealing food choices, that is a community responsibility. When we do not require daily physical education in our schools, that is a community responsibility. There is much that we can and should do together.*" – US Surgeon General Satcher, Call to Action to Prevent and Decrease Overweight and Obesity, 2001.

ENVIRONMENTAL FACTORS UNDERPINNING THE OBESITY EPIDEMIC

Factors Discouraging Energy Expenditure

- Increasing use of labor-saving devices and cars, together with increasing amounts of time being spent on sedentary leisure pursuits such as electronic media have contributed to the significant problem of physical inactivity in the US. Television viewing has been identified as an established risk factor for obesity in both children and adults. A report from the Kaiser

Family Foundation (1999) revealed that young people (less than 18 years of age) spend on average more than 4 hours a day playing video games, using computers, and watching television and videos. It has been calculated that by the time the average high school student graduates, he/she will likely have spent 15,000 to 18,000 hours watching television compared with 12,000 hours in school (Strasburger, 1992). Experts have advised that television viewing needs to be one of the targets for obesity control efforts. Recent school-based interventions demonstrated that decreasing the amount of time children spent watching television resulted in decreased levels of overweight (Gortmaker et al., 1999; Robinson, 1999).

- Community design over the past few decades has become far less conducive to physical activities such as walking and hiking. The urban design of neighborhoods, the provision of open public-spaces such as parks and playgrounds, the availability of hiking and walking paths, and the level of safety for pedestrian street users all impact how willing and able people are to be physically active. The overwhelming car-dominated culture in the US has created a very hostile environment where parents are loathe to let their children play in the streets and walk/bike to and from school due to the very real danger posed by the excessive number of high speed motor vehicles in many neighborhoods. The urban environment is becoming increasingly unfriendly for individuals, especially our most vulnerable citizens such as children and the elderly, to be physically active in their neighborhoods. If appropriate, accessible, and safe amenities are not available, passive activities are more likely to replace active ones.
- Children spend a significant amount of their time in school and cut backs in mandatory physical education programs have contributed to declining levels of physical activity in children and adolescents. Some school districts have eliminated physical education altogether. Even when physical education classes are offered, a number of schools face challenges such as large class sizes, inadequate facilities and equipment, and classes being taught by untrained individuals.

Factors Promoting Consumption of Energy

- Our easy access to an abundant supply of inexpensive, high fat, energy-dense, good-tasting food served in large portions sizes encourages overeating. By contrast, healthy food options are less readily available and often are more costly. Fast food establishments, vending machines and convenience foods are available at every turn. The ubiquitous tactic of "supersizing" is used to lure customers who are enticed by the prospect of only paying marginally more to "upsized" from regular serving sizes of food.
- The food industry spends over \$30 billion annually on

advertising and promotion to create an environment that constantly encourages us to eat. A great deal of this money is directed towards the advertising of high calorie processed foods of low nutritional value. The average child in the US sees 10,000 television advertisements for food each year, with 90 to 95% of these ads being for sugared cereals, fast food, soft drinks, and candy (Horgan, Choate, & Brownell, 2001). In addition, low nutritional foods are often marketed to children using tactics such as celebrity endorsements, toy giveaways, links with popular movies, and so on. The Center for Science in the Public Interest (CSPI) point to a “David and Goliath-like” imbalance between the expenditure by the Government on nutrition education and the food industry’s \$30 billion advertising budget. While McDonalds reportedly spent \$500 million on the “We love to see you smile” campaign, the National Cancer Institute spends around \$1 million annually on the “5-a-Day” campaign to promote eating five daily servings of fruit and vegetables.

- Our increasingly hectic lifestyles have led to “time” and “convenience” being top priorities when making decisions about when and what to eat. This has had the effect of reducing the number of “home-cooked” meals we eat with the family as more people “grab” food on the go at places such as fast food establishments. This trend is problematic as frequent consumption of foods away from home has been associated with a diet high in both fat and calories.


Schools exert an important influence on children’s dietary intake. Many school cafeterias now offer brand-name fast foods such as McDonalds, Taco Bell and Pizza Hut which are available at lunch and for snacks. In addition, hundreds of under-funded school districts have negotiated “pouring rights” contracts with soft drink companies. Vending machines in many schools are stocked with highly processed junk foods such as chips, soda, and candy.

Conclusion: It is time to take serious steps to modify the current obesogenic environment to one which facilitates and


supports healthy eating, regular physical activity, and limited engagement in sedentary pursuits. We live in a social and physical environment that makes it easy to over-eat, easy to be sedentary, and inconvenient to be active. It is imperative that we address the environmental factors that underlie these tendencies in order to establish and implement effective solutions to the rising rates of obesity. The prevention of overweight and obesity has to be a joint responsibility – requiring involvement and collaboration between all levels of governments, the community, the media, youth-serving organizations, schools and teachers, health professionals, businesses, child care providers, and parents alike.

References


- Gortmaker, S.L., Cheung, L.W.Y., Peterson, K.E., Chomitz, G., Cradle, J.H., Dart, H, Fox, M.K., Bullock, R.B., Socol, A.M., Colditz, G., Field, A.E., Laird, N. (1999). Impact of a school-based interdisciplinary intervention on diet and physical activity among urban primary school children: eat well and keep moving Archives of Pediatrics and Adolescent Medicine. 153(9): 975-983.
- Hill, J.O., and Peters, J.C. (1998). Environmental contributors to the obesity epidemic. Science, 280: 1371-1374.
- Horgan, K.B., Choate, M., and Brownell, K.D. (2001). Television and children's nutrition. In.
- D.G. Singer and J.L. Singer (eds.), Handbook of children and the media (pp. 447-461). San Francisco: Sage.
- Kaiser Family Foundation. Kids & media @ the new millenium. A Kaiser Family Foundation.
- Report, 1999. Available at http://www.kff.org/content/l_999/1535/ Assessed August 5, 2003.
- Robinson, T.N. (1999). Reducing children's television viewing to revent obesity: a randomized controlled trial. Journal of the American Medical Association. 282(16): 1561-1567.
- Strasburger, V.C. (1992). Children, adolescents, and television. Pediatric Review, 13, 144-151.
- US Department of Health and Human Services. (2001). The Surgeon General's call to action to prevent and decrease overweight and obesity. Rockville, MD: US Deptment of Health and Human Services.




American Alliance for
Health, Physical Education,
Recreation and Dance



American Heart
Association
Fighting Heart Disease and Stroke







we help **kids help kids**

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 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.

©2002 American Heart Association. Also known as the Heart Fund. 5/02 KJ-0031

Making Health Students into Healthy Learners through Coordinated School Health Programs

by Suzie Crouch

Some of the new buzz words around the Indiana State House these days are "Coordinated School Health Programs (CSHP)." To many people, these words have little meaning. But to those of us with a passion for improving children's health, these are fighting words. When Dr. Suellen Reed embraced the concept of Coordinated School Health Programs in Indiana in February of 2002, only a handful of Hoosiers had even heard of Coordinated School Health Programs. Her vision was to improve student health through wellness. But, when she learned about the value of Coordinated School Health Programs, she knew that it fit very well into her vision and had the possibility of not only improving student health but also having a positive effect on academic achievement.

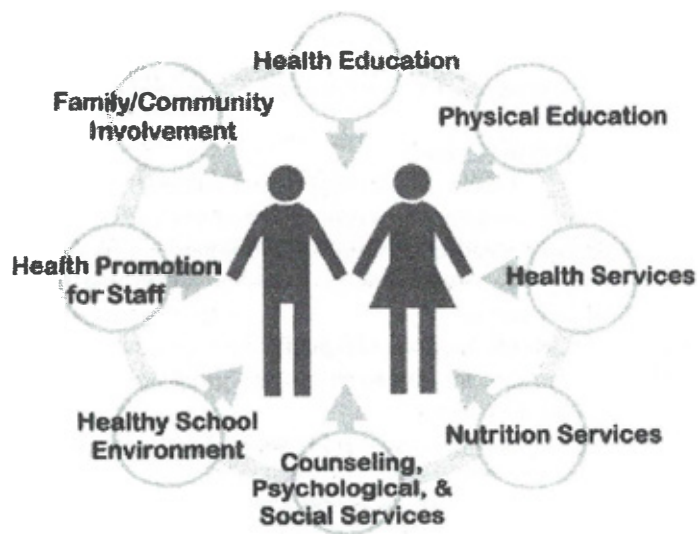
Indiana has been struggling the past few years with two different problems: a concern about low ISTEP scores, and an equally important concern about increasing obesity rates. Schools have a significant role to play with both concerns. Principals and superintendents are being held accountable for the academic performance of their students on the annual ISTEP assessments. The national initiative, No Child Left Behind, puts even greater pressure on schools to meet adequate yearly progress goals. The dilemma facing school administrators is how to address these two problems with limited financial and personnel resources, as well as limited academic time. For some administrators, it is obvious to them that they need to cut out or reduce any activity that they do not see contributing directly to AYP - goodbye recess, physical education, health education, art and music! That may seem to be the easiest and most logical solution, but it is also the solution that has not been proven to be successful.

So, where does CSHP fit into this picture? CSHP is a program that has been proven to be successful. The Society of State Directors of Health, Physical Education and Recreation (SSDHPER) and the Association of State and Territorial Health Officers (ASTHO) developed a CD powerpoint presentation that shows empirical data relating student health to student academic achievement. This is the best ammunition us passionate health/physical educators have found to make our point about the value of school health programs. Our challenge is to share this information with local decision makers to convince them that it is not necessary to sacrifice some programs to increase time for others. It is a daunting goal to reach all Indiana administrators with this information, and an even more difficult goal to convince them to give CSHP a chance.

The Indiana Department of Education (DOE) and the Indiana State Department of Health (ISDH) recently were awarded a \$1.8 million grant from the Centers for Disease Control and Prevention to develop an infrastructure between the two agencies to provide CSHP in Indiana Schools. The most overriding task of this new infrastructure has been to promote CSHP to all of the stake holders and decision makers in Indiana. Thus far, this promotion has been informal and

made through opportunities that have presented themselves. But, soon the promotion will take on a formal air and will be presented to all school corporations as an alternative method to improve academic performance. Thus far, members of the Indiana General Assembly have shown the greatest interest in CSHP and have sought to provide support to the initiative. Dr. Reed and Dr. Greg Wilson, the State Health Commissioner, have been the biggest cheerleaders for CSHP and have spoken of its virtues with one voice.

Now, armed with our new ammunition and supported by our partners and advocates, Indiana is ready to launch the CSHP. It is important that decision makers understand what constitutes a Coordinated School Health Program, and how it works. For those not familiar with the program, it looks like the diagram below:



The eight components of CSHP, as diagramed above, have different functions. But, by coordinating the functions, each component is strengthened and made more effective. The Bible of Coordinated School Health Programs is the guide. Health is Academic. The components as described in this guide are:

- **Comprehensive School Health Education**

Health Education is classroom instruction that addresses the physical, mental, emotional, and social dimensions of health; develops health knowledge, attitudes, and skills; and is tailored to each age level.

It is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. Indiana health education curriculum is based upon the Indiana Academic Standards for Health Education.

- **Family and Community Involvement in School Health**

This component involves partnerships among schools, families, community groups, and individuals.

It is designed to share and maximize resources and expertise in addressing the healthy development of children, youth, and their families.

- **A Healthy School Environment**

This refers to the physical, emotional, and social climate of the school.

It is designed to provide a safe physical plant as well as a healthy and supportive environment that fosters learning.

- **Physical Education**

Physical Education is the planned, sequential instruction that promotes lifelong physical activity.

It is designed to develop basic movement skills, sport skills, and physical fitness as well as to enhance mental, social, and emotional abilities. Indiana physical education curriculum is based upon the Indiana Academic Standards for Physical Education.

- **School Counseling, Psychological, and Social Services**

These activities focus on cognitive, emotional, behavioral, and social needs of individuals, groups, and families.

They are designed to prevent and address problems, facilitate positive learning and behavior, and enhance healthy development.

- **School Health Services**

This program provides preventive services, education, emergency care, referral and management of acute and chronic health conditions. Usually, these services are provided by the school nurse.

These services are designed to promote the health of students, identify and prevent health problems and injuries, and ensure care for students.

- **School Nutrition Services**

This program provides for the integration of nutritious, affordable, and appealing meals; nutrition education; and an environment that promotes healthy eating behaviors for all children.

It is designed to maximize each child's education and health potential for a lifetime.

- **School-Site Health Promotion for Staff**

This program provides assessment, education, and fitness activities for school faculty and staff.

It is designed to maintain and improve the health and well-being of school staff, who serve as role models for students.

As one can see, all of these components are already located within each school and/or school corporation in Indiana. However, in most instances, the components work in isolation and very seldom coordinate with each other to promote healthy student behaviors. The term "coordinated" in the title of CSHP is the important descriptor. In schools where, all of the eight components work together, fewer children slip through the cracks and more children get the services they need to make them ready to learn.

Readiness to learn is a factor that is most often the roadblock to academic achievement. It is difficult, if not next to impossible, for students to learn if they are tired, hungry, depressed, using illegal drugs, or frightened about the violence that occurs around them on a daily basis. According to ASTHO and The Council of Chief State School Officers, "a coordinated approach to school health improves kids' health and their capacity to learn through the support of families, schools, and communities working together. At its very core, CSHP is about keeping students healthy over time, reinforcing positive healthy behaviors throughout the school day, and making it clear that good health and learning go hand in hand. CSHP offers students the

information they will need to make good choices in life."

As the DOE and ISDH increase the promotion of CSHP around the state, the biggest obstacle that will be encountered will be the questions about how we can implement such a program in our schools given the austere budgets all Indiana school corporations are functioning within. The good news is that the components are already there, and the cost to the school corporations is not measured in terms of dollars but instead in time – time to meet to coordinate functions, to discuss children with high health risks, and to develop goals and objectives to improve the health of all students within the corporation.

The next steps for institutionalizing CSHP into all 294 school corporations in Indiana is to begin training interested school corporations in how to develop CSHP in their corporation. Using funding from the CDC grant, the DOE/ISDH partnership will join partners with the Michigan Department of Education (MDOE), the Michigan Department of Community Health and the Great Lakes Division of the American Cancer Society (ACS) to conduct a School Health Coordinator Leadership Institute. The purpose of the institute is to bring in teams from 10 exemplary school corporations from each state and to provide them with professional development and technical assistance over a five year

period. There will be no exchange of dollars, but instead, all training expenses will be fully covered by the Michigan-Indiana training partners.

Recognizing that 10 school corporations is just a small percentage of the total school corporations in Indiana, the DOE will offer any school corporation that applied for the training grant and who did not get funding, an opportunity to have CSHP professional development brought to them at no expense. The DOE/ISDH CSHP partnership will provide a one day in-service program for school corporations desiring this technical assistance. These one day programs will focus on advocacy, development of CSHP councils, conducting needs assessments, and developing goals and objectives to improve student health.

Ultimately, every Indiana school should be considering health as well as academics in their school improvement plans every year. CSHP can help schools to begin thinking in terms of strengths and deficiencies, how health impacts learning, and how healthy *students will be healthy learners* and perform at higher levels of academic achievement.

NOTE: Requests for applications for consideration for CSHP training were sent to all Indiana school superintendents and all school nurse supervisors the first week in December. The deadline for application has been extended from December 31, 2003 to January 31, 2004. Interested teachers are encouraged to contact their administrations about making application. Questions about the RFAs can be directed to (248) 483-4336. The application can also be downloaded from the DOE website at www.doe.state.in.us.

References:

- Marx, E., Wooley, S.F., and Northrup, D. (Eds.) (1998). Health is Academic: A Guide to Coordinated School Health Programs. Washington, D.C.: Education Development Center, Inc. Association of State and Territorial Health Officers, and The Council of Chief State School Officers. School Health Starter Kit.

Will Our Legislators Hear Us? IAHPERD'S Advocacy Committee Report

Cathy Caldwell
Shamrock Springs Elementary School
747 W 161st Street
Westfield, IN 46074

The Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) is diligently working to revitalize our efforts to promote the value of health and physical activity for Indiana citizens. According to data from the Indiana Behavioral Risk Factor Surveillance System (BRFSS) September 2003 Newsletter:

- Overweight and obese adults in Indiana ranked in the top seven states in the nation in 2001.*
- Overweight children have a 70% chance of being overweight or obese as adults.*

The IAHPERD Advocacy Committee has been meeting and planning since June 2003. The committee members for 2004 include David Anspaugh, Cathy Caldwell, Suzie Crouch, Lisa Hicks, Becky Hull, Monica Malloy, Audrey Satterblom, Elise Studer-Smith, and Carol White.

What have we accomplished?

1. The committee created an action poster to promote physical activity. Corporations and organizations were contacted to fund this project; their logo appears on the poster border.
2. An Advocacy presentation was made at the IAHPERD state conference in Indianapolis on November 7, 2003.
3. We held an Advocacy Workshop in Anderson on November 22, 2003. This workshop prepared us for meeting our representatives and senators during the 2004 Legislative Summit. Representative Terri Austin and Senator Tim Lanane were with us to share their expertise on 'How to Talk to Your Legislator - What Gets Attention'.
4. Members of the committee prepared IAHPERD file folders for our legislators.

5. Twenty-five IAHPERD members were recruited to meet with legislators during the Legislative Summit on January 27, 2004.
6. We planned an action packed 'Shape Up Indiana' program in the Capitol Building during the Legislative Summit. Children and adults were jumping rope, cup stacking, and participating in a Jazzercise workout. Heart healthy food was served as well.
7. Met with 75 legislators during the Legislative Summit.

What does IAHPERD support?

- Coordinated School Health included in Public Law 221
- Healthy choices in school lunches and/or breakfasts
- Healthy choices in vending machines
- Safe community recreation facilities

Did you know?

The Indiana State Department of Health has created Healthy People 2010 Objectives. One of their objectives is to increase the proportion of adults who are at a healthy weight to 60%.**

Members of IAHPERD are actively speaking out and making a difference. Are you interested in uniting in service with us? Join the movement! Contact Dr. David Anspaugh at anspaughd@tristate.edu.

*Indiana BRFSS Newsletter, Indiana State Department of Health; Volume 1, Issue 1, September 2003.

**Indiana State Department of Health, Healthy People 2010 in Indiana. Appendix A, 2001.

United We Serve: State Conference is Alive and Well

Lana L. Groombridge
Department of Health and Physical Education
Manchester College
604 E College Avenue, MC Box PERC
North Manchester, IN 46962

Leading health and physical education academia, recreation and dance professionals, government officials, and leading fitness technology developers came together November 6-8, 2003 in Indianapolis for the Active Lifestyles Conference, hosted by the Indiana Association for Health, Physical Education, Recreation and Dance (IAHPERD). The conference included over 100 in-depth programs and dialogue sessions providing the 530 participants in attendance with the most definitive forum for informational exchange, problem solving, and networking. In addition, exhibitors representing wide spectrums of the health and fitness education industry held live demonstrations, ensuring that this conference was the largest, inclusive gathering of the health, physical education, recreation and dance professionals anywhere in the state in 2003.

This is in contrast to about ten years ago when Sawyer (1996) highlighted:

The number of programs at the IAHPERD state conference has dropped each year since 1992. The 1993 conference had 90 sessions, 88 in 1994, and 73 in 1995. The number of physical education programs dropped from 21 in 1993 to 11 in 1995. There were only 3 health sessions presented in 1993. The Association set an attendance record (just under 500) for the state conference in 1992. However, the attendance in 1993 fell to nearly 300, 1994 reached approximately 350, and the 1995 conference only approached 300 participants. The conference is a membership benefit. It is designed to serve our members. If the number of available programs continues to drop and participation follows the same track...it may mean the elimination of the conference (p. 3).

Today, our state conference is alive and well! Past President Becky Hull challenged the Conference Planning Team to develop an interesting preconference workshop. The 2003 conference featured a high and low ropes course workshop. Furthermore, each Program Director and his/her Program Council were challenged to attract a number of strong presenters to share their ideas. The 2003 conference included the following number of sessions in each program area:

Adapted Physical Education	9
Aquatics	1
Council for Future Professionals	11
Dance	8
Fitness	9
Health Education	5
Higher Education	5
Jump Rope and Hoops for Heart	7
Physical Education: Elementary	8
Physical Education: Middle School	11

Physical Education: Secondary	14
Recreation	4
Regions	1
Research	4
Sport	5
Technology	2

"The investment in this conference and the promotion of health and physical activity is substantial. This conference is about educating health, physical education, recreation, dance, sport, and allied professionals on all aspects of leading a full and healthy lifestyle and discussing workable solutions to promote physical activity," stated Kim Duchane, IAHPERD President. Duchane continued, 'The IAHPERD planning committee worked hard to develop an agenda of activities that engage the conference participants in an active informational exchange on promoting health and active lifestyles for Hoosiers.'

During the three-day event, participants were able to design a track from the 104 sessions and workshops, including an exciting array of hands-on activities dealing with different aspects of health and active lifestyles, fitness, and dance. The keynote address featured Dr. JoAnne Owens-Nauslar, Past-President of the American Alliance for Health, Physical Education, Recreation and Dance, from Reston, VA. The exhibition hall boasted such names as the American Heart Association, Exemplary Physical Education Curriculum, Human Kinetics, Polar Technology, and Skatertime, to name a few.

Duchane emphasized, "The responsibility of programs for the state conference is not just the Conference Planning Team; it is every member's responsibility. Each member has something to share and gain from the conference. Many have said there needs to be more programming and we agree. However, we cannot do it without the assistance of our members." The conference theme for next year is **United We Serve: Join The Movement**. Together we can make a difference, not only for a successful conference, but also for a healthier Indiana! Please join the movement! Be a presenter and share in Indianapolis. Complete a Program Proposal Form and send it in by April 1, 2004.

Send your ideas for programs and workshops to:
Dr. Becky Hull, IAHPERD Conference Coordinator
Anderson University
Department of Physical Education
1100 E Fifth Street
Anderson, IN 46012

Reference:
Sawyer, T. H. (1996). Sharing with others: A vision of the Future. *Indiana AHPERD Journal*, 25(1), 3-4.

Reviewed Article

Increasing the Activity Levels of Pine Village Students and Families

by Gail Anderson and Rae Ann Martin

Gail Anderson, Principal
Pine Village Elementary
3756 East State Road 26
Pine Village IN 47975
765.385.0124 (Work)

We received funds from the Indiana AHPERD mini-grant program to purchase 30 pedometers and 200 activity pyramid magnets to increase activity levels of our students and their families.

Project Rationale and 2002-2003 Outcome

In our quest to have our students become physically active for life, we believe we must instill in them the concept that all activity is valuable in achieving a healthy lifestyle. We stress to our students that they should use the FITT principles as guidelines for their personal fitness plan, yet we often forget to convey the idea that any activity, even an amount that falls below the recommended FITT frequency guidelines, is beneficial to them. There are numerous movement opportunities during a person's daily routine, but the person must make a conscious choice to use these opportunities.

At Pine Village Elementary, a small school in rural Warren County, students are learning the how's and why's of an active lifestyle. There are approximately 165 students in grades K-6 who come from varying socio-economic backgrounds.

Students at Pine Village began using pedometers in their physical education classes during the 2001-2002 school year. These pedometers were borrowed from Purdue University. During the 2002-2003 school year we were able to purchase our own pedometers, thanks to the IAHPERD grant. Students in grades 1 through 6 wore pedometers during the entire physical education class. Their goal was to try to "move a mile" during the class by taking approximately 1,700 steps.

Numerous cross-curricular activities were incorporated into the use of these pedometers such as math calculations of stride length and graphs depicting steps needed for various activities and steps taken by different age groups.

Students were also introduced to the Activity Pyramid. The various sections of the Activity Pyramid were introduced during mini-lessons at the beginning of physical education classes. Also, 40% of the families at Pine Village Elementary participated in monthly Family Fitness Plans that followed the Activity Pyramid.

Future events the students would like to incorporate include Family Fitness Nights at the school; promotion of family members, administrators, school board members, etc. using pedometers at home and recording their activity; and starting a town wide Fitness Walk.

ACTIVE LIFESTYLES CHANGE
THE SHAPE OF INDIANA



WE'RE TOO
FAT

Come learn more on
January 27th, 2004
North Atrium
10 am - 1 pm

Contact: Elise Studer Smith ess@one.net

Reviewed Article

Heart Rate Monitors for Boon Grove High School

by Linda Eleftheri

Linda Eleftheri
Boone Grove High School
260 S 500 W
Valparaiso IN 46385
lje@ptsc.k2.in.us
219.982.5382 (Work)

As a recipient of an Indiana AHPERD mini-grant, the Physical Education Department at Boone Grove High School purchased twenty-seven "Polar A-3" heart rate monitors. The goal of the project was to create an efficient and accountable grading system. The department wanted to give students the safest and most efficient way to work toward their fitness potential. Grant funds were used to implement the utilization of heart rate monitors in weight lifting and aerobic classes that were electives for grades 10-12.

Different types of weight lifting styles were taught throughout the course and heart rate monitors were used while completing "cross lining" (an aerobic station in between each circuit training lifting station.) Students wore the monitors to maintain their target heart rates for the entire class period. Students also wore the watches two days a week during aerobic training workouts that included basketball, step aerobics, floor hockey, and running. Students were graded using the percentage of time they remained within their target heart rate zone.

Heart rate monitors were also utilized in the freshman physical education classes. During the aerobic portion of the fitness unit, students wore watches while performing step aerobics and Tai-Bo (both basic and advanced). Students were again graded on how long they remained within their target heart range. The future plan is to implement the use of the

watches in all units for the coming year.

Student results indicated that grading became objective instead of subjective. Students worked safely and efficiently to reach their potential and were always aware of their progress. If students weren't working within their target zone, the monitors signaled them with a beeping noise to indicate that students needed to increase their intensity levels.

The heart monitors were also utilized by our grant based senior citizen program, Project Care. Older adults wore watches while participating in "Seniorize" exercise programs and walking routines. Wearing the watches allowed them to participate safely and efficiently, while getting the most out of their workouts.

The heart rate monitors were beneficial to students and community members. Everyone was able to work safely, effectively, and all were constantly aware of their work pace. Results of the project indicated that the Physical Education Department has made improvement in its efficiency and accountability. In conclusion, the project demonstrated that the use of heart rate monitors were effective in creating a positive environment for increasing fitness workouts for participants and provided a more objective basis for grading physical education classes.

Reviewed Article

Getting Fit with Pedometers

by Jim Moyer

Jim Moyer
Cold Spring School
3650 Cold Spring Rd
Indianapolis IN 46222
moyerj@mail.ips.k12.in.us
317.226.4155 (Work)

The pedometer project funded through the Indiana AHPERD Mini-Grant program was well received by Cold Spring School students. The project centered around the use of “Digi-Walker” pedometers in an effort to increase the activity levels of our middle school students during physical education classes. The Digi-Walkers allowed our students to receive feedback on activity levels during physical education classes and increase activity levels accordingly to reach preset goals. All the students were given the FITNESSGRAM test before and after the pedometer projects’ initial year with a focus on pre and post tests using the “Pacer Run” that measures aerobic capacity. We were seeking an overall improvement of 5% or better. We also used information from the pedometers to integrate math concepts. Through the use of graphs, averages, and other mathematical calculations, students were able to evaluate their own activity levels in class and track progress as they sought to increase movement levels throughout the school year.

Strengths

When beginning the project it was evident that students were enthusiastic about the pedometers and made a visible effort to achieve “high scores”. For example, the students were given the task of jumping rope for five minutes and challenged to achieve a certain number of steps within that time. Most students

worked hard to achieve these goals. The pedometers used were accurate and dependable. With heavy usage, only one of 20 had functional problems over the course of a year.

Weaknesses

Early on in the project, it became evident that pedometers could not accurately measure activity levels in some physical education activities (i.e. tumbling). The teacher also found that the wide range of activities in a typical physical education program made it very difficult to compare intensity levels from one class period to the next. On occasion some students used deceptive practices as they “shook up” their scores by hand. Other students did not position the pedometer in the center of the waist, making the scores lower than what were actually achieved.

Evaluation

The FITNESSGRAM Assessment

This physical fitness test was administered to the students in the fall of 2001 and the fall of 2002. As can be seen in the charts below, scores improved dramatically from one year to the next at each age level. The scores reported below reflect the percentage of improvement over the previous year.

PERCENT INCREASE OVER PREVIOUS YEAR AS MEASURED BY THE PACER TEST

GIRLS	Percent Increase Over 2001	BOYS	Percent Increase Over 2001
10	29%	10	5%
11	15%	11	26%
12	15%	12	6%
13	44%	13	6%

Conclusion: Significant improvement was undeniable. Although pedometer usage was only one of many new strategies used this past year to improve scores, they did prove to be effective as part of the overall program



***Do you have friends
who'd enjoy IAHPERD Journal?
Send us their address, and we'll
send them a free sample issue.***

Name of Friend _____

Address _____

Code _____

Your name (optional) _____

***Indiana AHPERD Journal, Nikki Assman,
School of Physical Education, Ball State University, Muncie, IN 47306***



IAHPERD Conference Program Proposal

November 4 - 5 - 6, 2004
University Place Conference Center
Indiana University-Purdue University Indianapolis
(IUPUI)

DEADLINE for Submissions: April 1, 2004

RETURN this form to: Dr. Becky Hull, IAHPERD Conference Coordinator
 Anderson University
 Department of Physical Education
 1100 E Fifth Street
 Anderson, IN 46012

FAX: 765.641.3857 EMAIL: rahull@anderson.edu PHONE: 765-641-4484

Check one of the following to indicate the program area that would best sponsor your session:

- | | | |
|---|---|-------------------------------------|
| <input type="checkbox"/> Adapted Physical Education | <input type="checkbox"/> Aquatics | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Elementary Physical Education | <input type="checkbox"/> Middle School Physical Education | <input type="checkbox"/> Health |
| <input type="checkbox"/> Secondary Physical Education | <input type="checkbox"/> Higher Education | <input type="checkbox"/> Sport |
| <input type="checkbox"/> Recreation | <input type="checkbox"/> Research | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Council for Future Professionals | <input type="checkbox"/> Jump Rope/Hoops for Heart | <input type="checkbox"/> Fitness |

Program Title: _____

Type of Program: Activity Lecture Panel Discussion Other (explain)

Space Needed: Gym Activity Area Pool Lecture Room Dance Area

CONTACT INFORMATION

Name of Lead Presenter: _____

Mailing Address: _____

City, State, Zip: _____

Email: _____ Phone: _____ FAX: _____

List the names, addresses, and other contact information of all co-presenters for this proposed session on the back of this form. Contracts will be sent to all presenters. The lead presenter will be asked to provide program description and additional information later.

The Power to Save Lives!

Hoops For Heart is a fun way to bring students together for a good cause — physical activity and community service. Your students will be proud knowing they're saving lives right in their own community. Proceeds from the event fund lifesaving research and programs that help fight heart disease and stroke — the No. 1 and No. 3 killers of Americans.

Be part of something rewarding! Hold a **Hoops For Heart** event at your school.

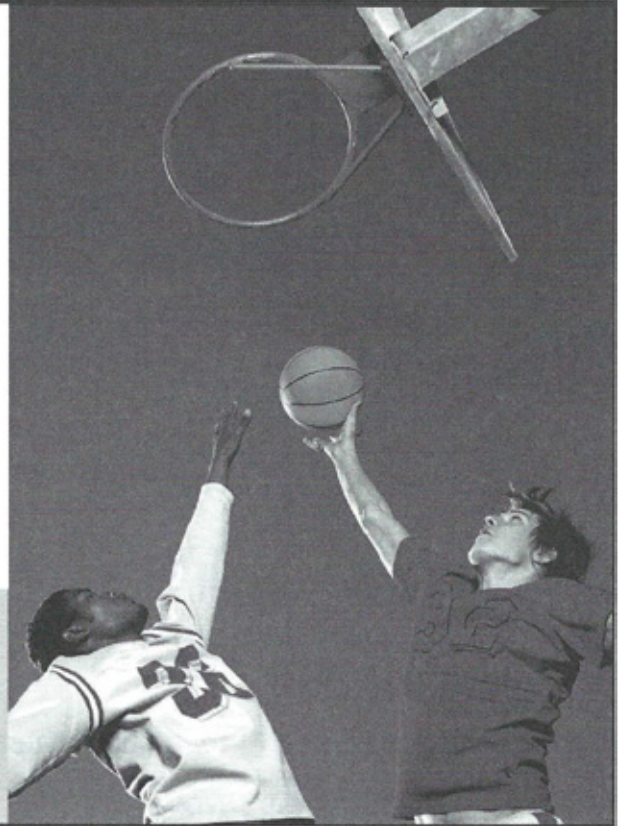
To learn more, call 1-800-AHA-USA1 or visit americanheart.org/hoops

Hoops For Heart benefits the American Heart Association and is co-sponsored by the American Alliance for Health, Physical Education, Recreation and Dance — the same school event pioneers who created Jump Rope For Heart 25 years ago.



Be a Lifesaver! Learn CPR!

©2003, American Heart Association. Also known as the Heart Fund.



Sport Management Program Review Approved Programs—August 2003

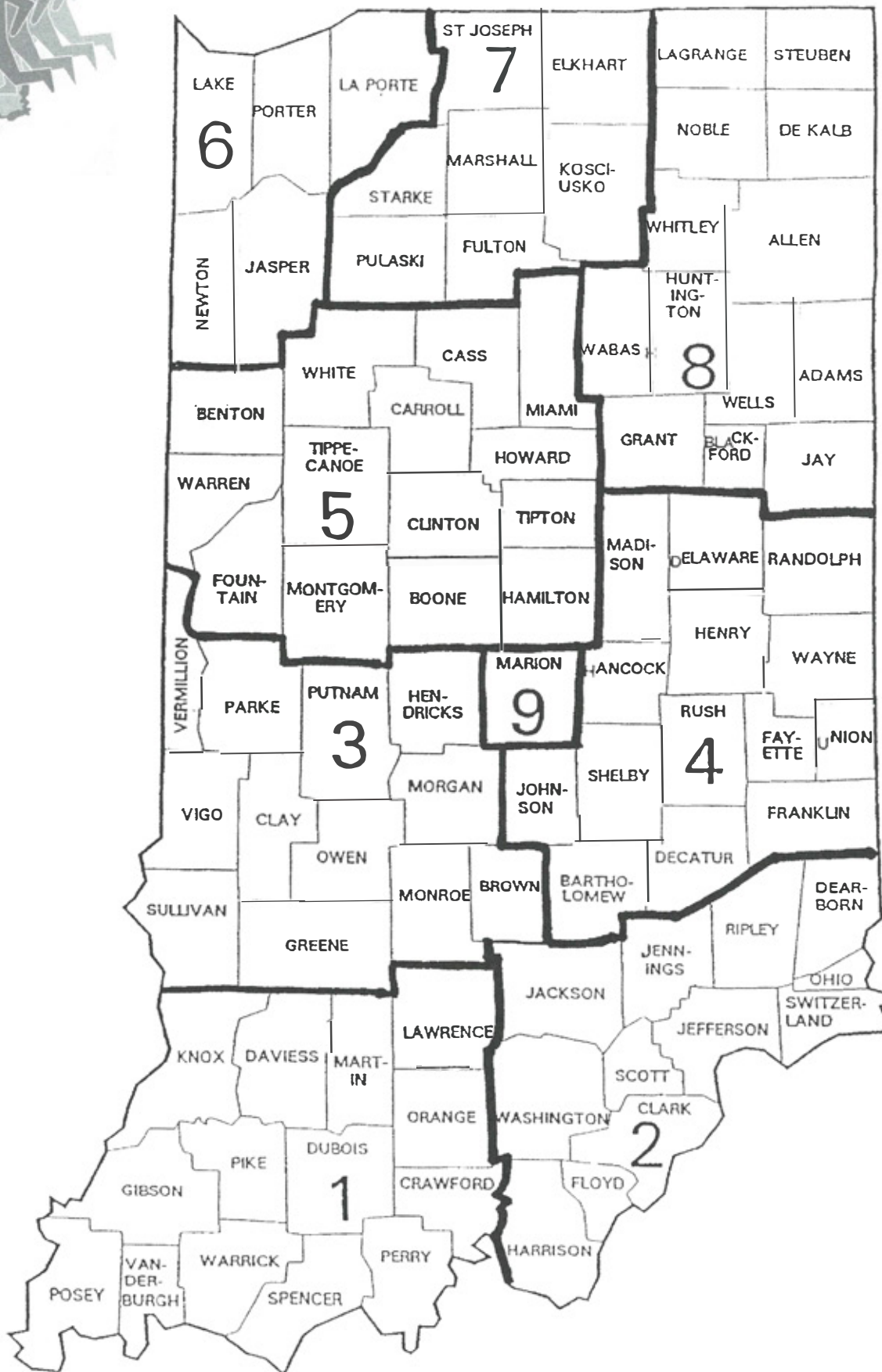
THE FOLLOWING INSTITUTIONS have completed the Sport Management Program Review process to become approved by the NASPE-NASSM Sport Management Program Review Council (SMPRC). A roster of approved programs will be published annually by both NASPE and NASSM. There were 34 bachelors programs, 26 masters programs and 4 doctoral programs.

List of APPROVED Programs:

- Baylor University, MASTERS
- Bowling Green State University, BACHELORS, MASTERS
- California University of Pennsylvania, BACHELORS
- Canisius College, MASTERS
- De Sales University, BACHELORS
- Endicott College, BACHELORS
- Flagler College, BACHELORS
- Florida State University-Tallahassee, MASTERS, DOCTORAL
- Georgia Southern University, BACHELORS, MASTERS
- Georgia State University, MASTERS
- Indiana State University, BACHELORS, MASTERS
- Liberty University, BACHELORS
- Loras College, BACHELORS
- Mount Union College, BACHELORS
- Neumann College, BACHELORS, MASTERS
- New Hampshire College, BACHELORS
- North Greenville College, BACHELORS
- Ohio University, BACHELORS
- Old Dominion University, BACHELORS, MASTERS
- St. John's University, BACHELORS
- Saint Leo University, BACHELORS
- Saint Thomas University, BACHELORS, MASTERS
- Slippery Rock University, BACHELORS
- Springfield College, BACHELORS
- Temple University, BACHELORS, MASTERS
- Texas Tech University, MASTERS
- University of Kentucky, MASTERS
- University of Louisville, BACHELORS, MASTERS
- University of Massachusetts-Amherst, BACHELORS, MASTERS, DOCTORAL
- University of Memphis, BACHELORS, MASTERS
- University of Miami, MASTERS
- University of New Haven, BACHELORS
- University of New Mexico, MASTERS, DOCTORAL
- University of Northern Colorado, MASTERS
- University of the Pacific, BACHELORS
- University of Tennessee-Knoxville, MASTERS
- University of Texas, BACHELORS, MASTERS
- University of Wisconsin-LaCrosse, MASTERS
- U.S. Sports Academy, MASTERS, DOCTORAL
- Wayne State College, BACHELORS
- West Virginia University, BACHELORS, MASTERS
- Western Carolina University, BACHELORS
- Western Illinois University, MASTERS
- Winston-Salem State University, BACHELORS
- Wichita State University, BACHELORS, MASTERS
- Wingate University, BACHELORS
- York College, BACHELORS



IAHPERD REGION MAP



Resources for Teaching Dance in the Schools

By Elizabeth Monnier, Artistic Director
Fort Wayne Dance Collective

Can you imagine a world where children don't sing or draw pictures? Where they don't have the opportunity to bang on a piano or a drum? Well, we have a world where most children don't dance. The Fort Wayne Dance Collective has taught dance in local schools, community centers and social service agencies since its inception in 1979. We have learned there is a vast number of opportunities and resources for educators to access to start their own creative movement classes. Physical Educators often teach folk and square dance but don't feel they have the proper experience or background to teach a more abstract dance art form. Creative movement or creative dance stimulates the entire person in a magical way with non-competitive physical, emotional and mental components. Using props, music and a well thought out plan a gymnasium can become fertile ground for creative expression. Sometime in the near future, schools may be required to include dance as a regular part of the fine arts curriculum.

I am one member on a team of five currently writing dance standards for the Indiana Department of Education. When these standards are completed and approved, it will most likely be the responsibility of the Physical Education teacher to fulfill them in grades K-8 assuming that elementary and middle schools will not have a dance specialist on staff.

Following are the 8 standards as they currently exist:

1. Students demonstrate knowledge and skills of dance elements.
2. Students understand and demonstrate choreographic principles, processes, and structures.
3. Students understand and demonstrate dance as a way to create and communicate.
4. Students reflect upon, evaluate and analyze dance experiences.
5. Students understand and demonstrate dance from diverse cultures and historical periods.
6. Students demonstrate connections between dance and healthy living.
7. Students integrate dance with other arts and disciplines outside the arts.
8. Students value the role of dance in the life of the community and identify its associated careers.

I would like to share with you some of the vital resources the Fort Wayne Dance Collective creative dance instructors have used these past 25 years as they have taught literally hundreds of classes.

First Steps in Teaching Creative Movement, by Mary Joyce (Mayfield Publishing Company, 1240 Villa Street, Mountain View, CA 94041, Copyright 1994 3rd Edition). Mary Joyce of Belmont, CA taught in elementary schools for many years, some of those spent in Indianapolis. This is the most utilized book in our dance library. Our first copy is so worn out it is taped together. In 1995 The Fort Wayne Dance Collective was fortunate to be one of the last sites for a Mary Joyce workshop before she retired. Although one might be tempted to skip the introduction and jump right into her fabulous lesson plans, the introduction sets the tone and the

philosophy of creative movement. It prepares the potential creative movement teacher for the joy that it is intended to produce. I read this introduction at the beginning of each school year to put me in the mood. The lessons are written as if she is speaking to the students. If you can memorize them, transcribe them, write them down and stick them in your hand drum for easy access you are guaranteed success. She has a natural and simple progression that easily guides the students. Mary's lessons are guided by her love of children and if you ever met her in person you would never forget her infectious smile and enthusiastic use of language. The lessons will also tell you which age group it works best. Don't be afraid to repeat lessons. Students will respond with joy and excitement each time. Mary Joyce also has a 2nd book. *Dance Technique for Children*, for teachers who want to include more structured dance elements.

Creative Movement for All Ages by Anne Green Gilbert (American Alliance for Health, Physical Education, Recreation and Dance 1900 Association Drive, Reston, VA, 20191, Copyright 1992). Anne Green Gilbert operates a studio in Seattle, Washington, is very active in Dance and the Child International and facilitates workshops on her unique method of teaching dance. She has made every effort to make tools available for non-traditional dance teachers. In addition to this, she has two other books and a two-hour videotape. The videotape shows ways of teaching creative movement not only in a gymnasium but also in the classroom where students do motions by their desks and use the aisles for larger locomotor movements like skipping and leaping. She has enlisted music composer Erik Chappell to create music for her various creative movement lessons. To date there are four CD'S available with lesson plans written for each musical track. What more could you ask for? Anne emphasizes teaching dance elements, writing them down, and using them as a basis for each lesson. She also teaches "The Brain Dance" based on developmental movement patterns learned as babies.

A Moving Experience by Teresa Benzwie, Ed.D (Zephyr Press, 430 South Essex Lane, Tucson, AZ 87511, Copyright 1987). This luscious book has illustrations by Robert Bender instead of the usual photo documentation. It is stock full of lesson plans that can be done in any order. I often will close my eyes, open the book and see what page comes up. The plans are written in such a way that it stimulates your imagination to create your own lessons. She has great ideas for simple props i.e. newspapers, ropes, scarves, tubes, etc. If our funding comes through the Fort Wayne Dance Collective will be hosting this master teacher in November 2003!

Imagine if all children grew up knowing that their body was a tool of expression? Imagine if every single child learned to respect each other and to cooperate the way that creative dance teaches. Imagine a world of dancing children. Wow! With the help of motivated physical educators, we can make this wonderful and magical world a reality. You don't need to wait until the dance standards come out. Start experimenting today.



Become a member
of AAHPERD
today!

Enjoy AAHPERD
benefits.

Complete the
membership
application and
mail it TODAY!

Joining AAHPERD means you may choose to be a member of any two of the following associations — or you may choose one association twice.

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!*



American Alliance for
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.)

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
Update plus:	membership	membership	membership
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

Life Membership - \$2000 - payable in 4 payments within one year

*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.

I am remitting my dues

- check enclosed, payable to AAHPERD
 VISA (13 or 16 numbers)
 MASTERCARD (16 numbers)
 AMERICAN EXPRESS (15 numbers)

Card #
 (please write numbers carefully)

Signature _____ Exp. Date _____

AMOUNT PAID: \$

MNSFIN

Return form with payment to:
 AAHPERD, P.O. Box 79550, Baltimore, MD 21279-0550

For Office Use Only Dep DT: _____ Ck: _____ Ck DT: _____ Amt: _____
--

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

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 through... manuscript. Preferred style is that of the American Psychological Association (APA) Publication Manual.

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

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

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

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.

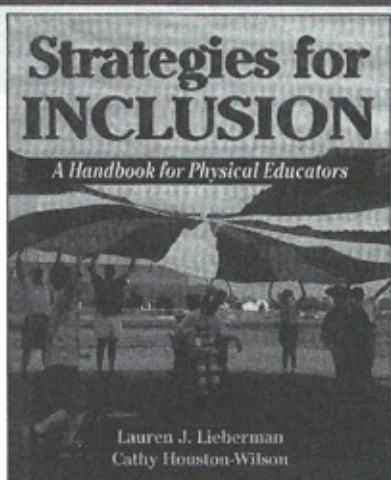
SUBMISSION REQUIREMENTS

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
5840 South Ernest Street
Terre Haute, Indiana 47802
(812) 237-8456 • FAX (812) 237-3495
pmsawyr@isugw.indstate.edu

Everything you need for today's inclusive environment!



Get up-to-date information on the latest and most useful strategies for successfully integrating children with disabilities into physical education. *Strategies for Inclusion: A Handbook for Physical Educators* dispels myths about instructing children with disabilities and provides guidelines for appropriate inclusion in the least restrictive environment. Using real-life examples to illustrate each point, the handbook provides solid advice on issues like making placement decisions, adapting activities sports to meet unique needs, and using the community to facilitate inclusion.

The book also includes many useful teaching tools, such as case studies with helpful questions and answers, and tips that give hands-on solutions for teachers. *Strategies for Inclusion: A Handbook for Physical Educators* empowers teachers to create inclusive classrooms where every child can fully participate in fun, health-building physical education.

2002 • Paperback • Approx 264 pages
ISBN 0-7360-0324-X
\$26.00 (\$41.50 Canadian)
Prices subject to change.



HUMAN KINETICS
The Information Leader in Physical Activity
P.O. Box 5076 • Champaign, IL 61825-5076 USA

1219

For a complete description or to order

Call 1-800-747-4457

CANADA: 1-800-465-7301

INTERNATIONAL: 217-351-5076

WEB SITE: www.humankinetics.com

1/02

Leadership Opportunities on Councils

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

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

conference.

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

PROGRAM AREAS. The various program areas include:

1. Adapted Physical Education

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

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

INDIANA AHPERD APPLICATION FOR MEMBERSHIP

(Please Print/Type)

Last Name _____ First _____ M.I. _____

Address _____
Street

City _____ State _____ Zip _____

County _____

Telephone: Area Code (_____) _____ E-mail _____

Member Class: Professional \$40.00 Student \$20.00
(Undergraduate or Full-Time Graduate Student)

New Renewal

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
DUES PAYMENT IS RECEIVED.

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
Muncie, IN 47306

Non-Profit Org.
U.S. Postage
P A I D
Permit No. 6448
Indianapolis, IN

www.bsu.edu/indianaAHPERD

*Look
to the
Future*



*and
Mark Your
Calendar!*

Share your Journal with a Colleague

—and add a name to our growing membership list!