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Fall Conference Issue

2004



Indiana Association
for Health, Physical
Education, Recreation
and Dance



Affiliated with American Alliance for HPERD

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JOURNAL

Indiana AHPERD Journal

Volume 33, Number 3

Fall Convention 2004

Indiana Association for Health, Physical Education, Recreation and Dance

Indiana AHPERD 2003-2004

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Contents

Message from the President — United We Serve	1
State of the Profession — The New Association	3
Assmann, Passmore Retire	4
Reflection/Goal Setting Period At The End Of Physical Ed Class	5
IAHPERD Student Advantage	6
Mini-Grants: Supporting the Work of Our Members	7
IAHPERD Awards: Shining Stars in the Hoosier Sky	9
Advocacy: No Teacher Left Behind!	11
Indiana Teaching Excellence	12
Dodgeball: Get in the Game?	14
2004 IAHPERD Conference	15
Helping Shape Up Indiana	24
IAHPERD Leadership on Capital Hill	29
Ten Ways to Improve Upper Body Strength in Children and Adolsc.	31
Effective Choreography ... Let's Dance!	33

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

Message from the President



Kim A. Duchane,
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Welcome back to a new year—a new opportunity to serve your students, parents, colleagues, and community. This will be my final message to the membership as I prepare to “hand off” the gavel to Audrey Satterblom, your next IAHPERD President.

This summer my family and I had the good fortune to travel to Lake Placid near Hartford City for a five-day vacation. Activities around the water provide an outlet for me: a natural high among beautiful forests and a focused experience as I canoe across the lake. Pausing from responsibilities and escaping for a few days of vacation helps me attain balance in my life.

As HPERD professionals, we have an understanding that human beings are at an optimal level of performance when they are balanced mentally, socially/emotionally, and physically. I continually seek balance in my life, and this year colleagues and friends have often asked how I am handling the challenges of the presidency of IAHPERD? I tell them I am thoroughly enjoying the opportunity to work with professionals in the association and that professional growth is part of my balance in life. It is one of the balancing points for me, as integral as rest, work, and time spent with family and friends. Some professionals fill their lives with job responsibilities and it seems as if other important areas are not receiving adequate focus from them. I wonder if they are enjoying the many benefits of a balanced life?

Karen Dowd, a longtime AAHPERD leader, has written about the benefits of having a balanced life. She explains her views on balance as the “seven ports of life.” Dr. Dowd’s model goes beyond the commonly discussed trio of mental, social/emotional, and physical to include these seven areas: 1) family, 2) community, 3) spiritual, 4) recreation, 5) job, 6) health, and 7) self-development. These seven areas surround each one of us and provide the basics for traveling through life as happy, healthy, fulfilled people. The first six areas are fairly easy to identify with. Like the benefits of going on vacation, the 7th area, self-development, is worth taking a closer look at.

Self-development is that area of our lives that

provides us with the opportunity to stretch our boundaries and it provides the joy and confidence that comes from taking risks and achieving goals. Supporting our profession by serving as an IAHPERD volunteer is one of the ways to enhance your self-development. I believe that in many ways, if it weren’t for my relationship with IAHPERD I might not be in physical education teacher preparation at Manchester College today. The leadership opportunities that IAHPERD has provided me throughout my professional life have greatly influenced my career choices.

This year I have had the opportunity to observe the level of commitment many IAHPERD members have to their job and their own self-development, while maintaining balance in their life’s other 5 areas. These people are dedicated to excellence in teaching and they recognize the significant benefits they receive from service delivered with great energy and commitment. They truly value what an “action packed” self-development area brings to one’s life. I have also had many opportunities to ponder why other members have not taken advantage of the many options that IAHPERD provides its members to address the 7th area. It is a richness that only can be acquired through involvement. Involvement means giving of time and energy and being rewarded with friendships, knowledge, connections, satisfaction, new skills, and perhaps most importantly, the good feeling and self-development associated with contributing to our profession; one that focuses on the education and development of others.

To those of you that have given so much to IAHPERD, you know well the rewards that professional involvement has brought to your life. For those of you yet to serve, I hope you will take advantage of your very next opportunity. It may come at the local, regional, or state level; it really doesn’t matter, the rewards are unparalleled. Don’t miss this area! Giving back to your professional organization is a wonderful voyage, one that may make your entire life different; it sure has changed mine! God bless and thanks again for the opportunity to Unite in Service with you.



2003-2004 Leadership Team

Team IAHPERD Outcomes



The following is a list of activities that IAHPERD members were able to accomplish this year:

1. Hosted a strong Active Lifestyles Conference with approximately 600 HPERD professionals attending over 100 breakout sessions. The 2004 IAHPERD State Conference is being planned for November 4-6 at the University Place Conference Center on the campus of IUPUI in Indianapolis.
2. Three Indiana Award recipients received Midwest District AAHPERD honors: Cathy Caldwell (Elementary TOY), Molly Hare (Young Professional), and Karen Hatch (Honor). Two other Hoosiers (Tom Sawyer, Birch Bayh) were recognized at the national level.
3. Under the theme United We Serve, IAHPERD members expressed an increased interest in serving in leadership positions. The 2003-2004 Leadership Team consisted of over 70 HPERD and allied professionals. We are in good hands and ready to pass the torch to our young professionals.
4. Our association website (www.indiana-ahperd.org) has been redesigned and consistently updated to better serve our members.
5. An Advocacy Workshop was held in November 2003 in Anderson. Two state legislators attended the workshop and presented ideas for leading effective discussions with government officials. A Legislative Summit followed in January 2004, under the leadership of Elise Studer-Smith. Our members "stormed the State House" to discuss the need for daily physical education and encouraged the approval of a House Bill with language supporting physical education, healthy alternatives in school vending machines, and coordinated school health. In addition, Suzie Crouch and Audrey Satterblom worked to create and distribute a healthy lifestyle promotional poster to most public and private schools in the state.
6. Approximately 70 members attended our February Leadership Conference at McCormick's Creek State Park in Spencer to conduct the business of the association.
7. The Board of Directors voted to maintain our 9-region format to better provide education and training workshops for our members throughout the state. Bobbi Lautzenheiser, Lisa Lock, and Mary Jo McClelland lead Regional Workshops this spring.
8. Under Genie Scott's direction, our association's Mission Statement was revised to better represent who we are. The mission of the Indiana Association for Health, Physical Education, Recreation, and Dance is to promote and support active, creative, and healthy lifestyles through high quality health, physical education, recreation, dance, and sport programs and to provide members with professional development opportunities that increase knowledge, skills, and dispositions, as well as encourage sound professional practices.
9. Members were awarded over \$4500 in Mini-Grant funds for HPERD advocacy programming and \$2750 in Jump Rope/Hoops for Heart Incentive Awards. In addition, four high school and four college scholarships in the amount of \$6000 were awarded to deserving student members.
10. In celebration of National Sport and Physical Education Week, over 5000 K-12 students participated in All Children Exercising Simultaneously (ACES) Day celebrations on their individual school campuses. In addition, about 1500 fifth-grade students participated in the Shape Up Indiana Youth Fitness Day on May 5 at IUPUI in Indianapolis under Becky Hull's leadership. Participants were provided with pedometers from Action for Healthy Kids/Clarion Health, water bottles from Farm Bureau Insurance, a poster from the Indianapolis WNBA team, and a jump rope from the American Heart Association.

State of the Profession



THE NEW ASSOCIATION

by Barbara A. Passmore, Ph.D.

Dean

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The American Association of Active Lifestyles and Fitness (AAALF) and the American Association of Leisure and Recreation (AALR) have joined together to form a new association. Once the new organization is formed, AAALF and AALR will no longer exist. The proposed name for the association is:

American Association for Lifelong Recreation, Physical Activity and Fitness.

The mission of the proposed association is as follows: The Association is dedicated to enhancing quality of life by promoting creative and active lifestyles through meaningful recreation, physical activity, and fitness experiences across the lifespan. The mission is accomplished by:

Providing Service to the Profession and Society

- Increasing public awareness, understanding, appreciation, and support for lifelong recreation, physical activity, and fitness programs and services
- Encouraging, developing, publishing, and advancing scientific knowledge and research
- Establishing and disseminating guidelines and standards for professional practice of programs and organizations and assessing the achievement of such standards
- Ensuring the development of quality professional preparation programs
- Advocating for meaningful recreation, physical activity, and fitness programs

Providing Service to Members

- Developing quality programs and products for the continuing education and certification of professionals and future professionals
- Establishing opportunities for networking and collaborating
- Linking professionals and future professionals with career
- Providing a forum for professional, students and organizations to process, debate, educate, and exchange information and ideas
- Establishing and promoting a professional code of conduct and ethics

The proposed organizational structure will consist of a Board of Directors which includes the President, President-Elect, Past

Presidents' Representative, AAHPERD BOG Representative, Chairs of the Standing Committees and Chair of eleven Councils. The eleven Councils will be divided into three divisions as listed below:

People Division

Adapted and Therapeutic Council
Aging and Adult Development Council
Children, Youth and Families Council

Programs Division

Adventure and Outdoor Education/Recreation Council
Aquatics Council
Community Recreational Sports Council
Fitness and Wellness Council

Management Division

Measurement and Assessment Council
Recreation Program and Event Management and Supervision Council

Safety, Security, and Risk Management Council
Venue Management and Design Council

Also proposed are special interest groups. The members in these groups have a common interest, but may not meet a criteria for a viable council. These groups allow for development of new councils and give groups status within the organization.

Input has been solicited during the summer from AAALF and AALR members. That input went to the Development Team who designed the new organization. After a Development Team conference call to input the changes suggested, the proposal will go to the Board of Directors of each association in the fall and hopefully to the AAHPERD Board of Governors at the Spring meeting in Chicago.

This has been a great effort at effectiveness and efficiency and a courageous effort to build something new and better. It is hoped that AALRFPA will thrive as the AAALF and AALR have thrived.

December 31st will be my last day at Indiana State University. At that time, my husband and I will be retiring to South Carolina's ocean shores. I have enjoyed my tenure in IAHPERD since the 1970's and particularly enjoyed writing this column. Being in administration since 1983, currency in the profession has been important to me. By contributing this column over the years, I have enjoyed keeping up with my profession.

Keep the State of the Profession well.

Nikki Assmann Retires from BSU



In our culture, retirement has been viewed traditionally as kind of crossing the finish line—the time to go from a fast run to a slower jogging pace. It is also a time in life when a person might want to go to a warmer climate and look forward to a more relaxed schedule. Some people have expectations for retirement that are, well, a bit different from that tradition. To the many who know her, it won't surprise that Nikki Assmann is one of those people.

Prof. Assmann recently retired from Ball State University after 35 years of service to the university. Nikki received special recognition last spring at a BSU dinner and at an IAHPERD Board meeting.

She began teaching at BSU in 1969 as a faculty member of the Department of Physical Education. In her tenure on the Muncie campus, she served as an assistant professor teaching a variety of classes, sponsored the Synchronized Swimming Club, and coached the Women's Swimming team and Track team. In 1971, during her term as coach, the Women's Swimming Team placed 4th in the nation. In 1986, Ms. Assmann was appointed to Director of Aquatics. Since 1988, Nikki has served in the position of Administrative Assistant to the Chair of the School of Physical Education.

The remarkable career at BSU tells only a part of the story, however. Over her professional career, Nikki has made more than 30 presentations at state and regional conferences. She is also credited with a number of state and national publications including being the co-author with Yvonne Messner of *Swimming Everyone*. Her professional service includes Indiana AHPERD Journal editor, program chair, committee chair, conference coordinator, vice president, and president of our state association. Additionally, Nikki's professional life includes serving as the treasurer and board member for the Indiana Association for Intercollegiate Athletics for Women, Midwest District AAHPERD committees, AAHPERD Alliance Assembly, and the Women's Swimming Committee for the United States Collegiate Sports Council.

Ms. Assmann has been recognized as an Outstanding Young Woman of America and Who's Who in American Education. She has received the IAHPERD Leadership Award, IAHPERD Honor Award, a number of IAHPERD Presidential Citations, and two AAHPERD PEPI Awards.

All of this has blended together into a unique career that promises to continue at full speed. She will use her extensive experience to lead IAHPERD as our Executive Director. Congratulations on a job well done. We salute you Nikki Assmann!

*Share This Edition
with a Colleague*

Barbara Passmore Retires from ISU



The seagulls flying above the ocean shores of South Carolina are calling: "When you have time Barbara, come on down!" So, when Dr. Barbara Passmore retires from Indiana State University in December 2004, she and her husband will heed the call and head south.

Dr. Passmore, Dean of the College of Health and Human Performance, spent most of her career from 1968 to the present at ISU advancing through the ranks from Instructor in Physical Education to eventually becoming Dean of the College in 1995. She also had the privilege of chairing the Indiana Professional Standards Board's Advisory Committee for Health and Physical Education. Barbara has been described as having "vision to lead health and physical education at the forefront of educational reform".

Barbara's current role as President of the American Association for Active Lifestyles and Fitness (AAALF) is the culmination of many years of leadership in professional associations. She served as President of Indiana AHPERD and the Midwest District AAHPERD, as well as Midwest District Representative to the AAHPERD Board of Governors. Dr. Passmore chaired the College and University Administrators Council of AAALF and participated in the reorganization of AAALF's governance in 1998. She has been a member of the Board of Directors and Chair of the Strategic Planning Committees for both state and district associations.

Dr. Passmore leadership has been recognized over the years. She has been the recipient of IAHPERD's Leadership Award, Honor Award, and Legacy Award. Barbara also received the Midwest District Meritorious Service Award and Honor Award, as well as AAHPERD's Honor Award. In addition, she is an inductee of the North American Society of HPERD Professionals.

Barbara's commitment to service is not confined to professional associations. She is a well-respected civic leader serving as President of Leadership Terre Haute and the Terre Haute Symphony Board. She has served on the Board of Directors for the Wabash Valley Community Foundation and the United Way. She also served as the Wabash Valley's United Way Vice President of Fund Distribution. She has continued her own professional development and lifelong commitment to learning by engaging in significant institutes and seminars to extend her skills and expertise. These include the Summer Institute for Women in Higher Education Administration, American Council on Education conferences, and the Albert Einstein Institute's conferences on conflict resolution.

IAHPERD congratulates Barbara Passmore. We appreciate what you have done for Indiana. But remember, don't feed the seagulls!

Reflection/Goal Setting Period At The End Of Physical Education Class

Baseball and Lifelong Guidelines Come Together

Peggy Grimmer
Oak Trace Elementary
Westfield, IN

Students gather in their "fitness families" and reflect on the day's lesson. This is a great time to review skills that were taught and lifelong guidelines. As students arrive at the gym, they check the agenda board to see who the "fitness helper" is for the day. This is a student who assists the physical education teacher with demonstrations and activities. At the end of the class all the students sit in small groups called their "fitness families" (very similar to squads). The "fitness helper" walks to the front of the class and picks up a small wooden Indianapolis Indians baseball bat and moves to the reflection board. On the reflection board there is a picture of a baseball diamond, a base runner, gym shoe and a class chart. He/she first points to a picture of a gym shoe, on the board and asks if everyone showed responsibility by bringing their gym shoes today. The class shows thumbs up if they were prepared or thumbs down if not. If everyone has his or her gym shoes the "fitness helper" advances the base runner to 1st base. The "fitness helper" continues on to each of the lifelong guidelines of "Personal Best", "No Putdowns", "Truthfulness", "Trustworthiness", and "Active Listening". As the "fitness helper" points to the first lifelong guideline of "Personal Best" he/she asks the class "How do you think we all did on "Personal Best" today? Students show thumbs up, sideways, or down depending on how they did individually on that particular lifelong guideline. The fitness helper continues on to each of the lifelong guidelines with the same procedure. All students must give thumbs up and only two thumbs sideways when going over each of the five lifelong guidelines in order to advance a base. All five of the lifelong guidelines count for one base. The "fitness helper" then moves the runner on to the next base if the class followed the lifelong guidelines for that class period. If the base runner ends on second base, the "fitness helper" then places a #2 next to his class name and that is where they begin the next time the class meets. Once the base runner crosses home plate, the class receives a small baseball sticker next to their class name. Once a class earns nine runs they are allowed to vote on a free choice activity and I bring in a small treat for each child. I usually order small items from oriental trading at the beginning of the school year, such as small rubber bouncing balls, marbles, smiley face coins, and items of that nature. This reflection phase allows students to

evaluate their own performance during class. Did "I" try my personal best? Did "I" give no putdowns, and try to give compliments throughout the class period. Also, we discuss what we need to improve on such as being trustworthy when tagged in a game or when collecting objects in an endurance run. We also set new goals for the next class such as, "We will step 10,000 steps with our pedometers as a class." When the class meets the next time, we discuss the goal that was set previously and if the class reaches it, the "fitness helper" can move a bonus base on our chart during reflection time.

Please remember that this system can be tweaked to meet your students needs and goals. I really enjoy this system because it helps students focus on specific behaviors and goals. It has been very successful for me, and I hope it will be for you too. You can contact Mrs. Peggy Grimmer at Oak Trace Elementary in Westfield, IN by calling 317-867-6463 or emailing grimmer@wws.kiz.in.us.

*Looking for a Chance
to be Published?*

**THE IAHPERD
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REFEREED.**

**Students
Graduate Students
Teachers At All Levels**

IAHPERD Student Advantage

Misty Minniear
Council for Future Professionals President
Manchester College
North Manchester, IN



Misty hard at work for IAHPERD.

Welcome to another school year and an exciting year with IAHPERD. Students have much to gain by becoming active members of their state association. As members of the Council for Future Professionals (CFP), students gain all of the advantages offered to professional members... and more.

1. Student members receive **reduced registration** at our annual state conference providing access to practical programs in health, physical education, recreation, dance, sport, and allied fields with ideas that they can put to use immediately. This year's United We Serve Conference is at the University Place Conference Center on the IUPUI campus in Indianapolis on November 4-6.
2. Participation in the annual **Super Stars Competition** is a popular event for students who attend the conference. Last year a team from Purdue University took away the Super Stars trophy.
3. News and information in the **Indiana AHPERD Journal** and Newsletter provides vital health, physical education, recreation, dance, sport, and allied information, products, and services designed to meet student needs.
4. Our state association also honors students who show promise or who have already made a contribution through a variety of **awards and scholarships**. Brooke Sutton (Anderson University) was recognized as the 2004 Outstanding Student, while AJ Martzall (Manchester College), Aimee Muller (University of Southern Indiana), and Misty Minniear (Manchester College) received the Jean Lee/Jeff Marvin Collegiate Scholarships. For more information, go to www.indiana-ahperd.org and click on Awards or Scholarships.

5. Student members have an opportunity to be selected to participate in the Midwest District AAHPERD Leadership Conference in September and the National Student **Leadership Conference** in October.
6. Development of guidelines, standards, and ethics help students succeed as future professionals.
7. Graduating students eventually need a job. Student members have access to vital career services through **CareerLink**, AAHPERD's online career center. Check it out at <http://member.aahperd.org/careercenter/#job>.
8. College and university graduate programs can be researched through AAHPERD's online Graduate Bulletin. Go to www.aahperd.org/aahperd/template.cfm?template=graduatebulletin/index.cfm for more details.

Student Leadership Opportunities

The CFP has exciting leadership opportunities for students to learn the ins and outs of how their state association is run. Susan Flynn, CFP Faculty Advisor (Purdue University), and the Council are looking to make many positive moves and changes this year and are looking for enthusiastic students to take an active role. Another opportunity for students to lead is with the annual Super Stars competition at the state conference. CFP takes charge of the competition and manages the setup, takedown, and officials. If you would be interested in taking part in either of these opportunities, please contact Misty Minniear at mdminniear@manchester.edu or Adrienne Akin at aakin@butler.edu. Any other ideas are welcome. We look forward to this exciting journey as CFP takes an active role in promoting and providing services for students. We look forward to seeing you in Indianapolis!

CFP Note

Here is an approach to student membership that CFP would like to acknowledge. Dr. Lana Groombridge, faculty advisor for the Sport, Health, and Physical Education (SHAPE) Club at Manchester College, encourages students to join and supports their involvement in IAHPERD. She collects and mails in the student membership applications along with appropriate fees to the IAHPERD office. The Club also reserves a room at the Conference Hotel and stays over night to participate in the final sessions on Saturday. Congratulations SHAPE Club...we look forward to having each of you as active and involved members. If you would like additional information on the SHAPE Club, go to www.manchester.edu/Academics/departments/hpe/files/shape/SHAPEindex.htm.

Mini-Grants: Supporting the Work of Our Members

Rayond Leung
Department of Physical Education
University of Southern Indiana
Evansville, IN

One of the purposes for which the Indiana AHPERD was formed is to support its members with the necessary means to promote the kind of research, studies, and/or demonstration projects needed to advance health, physical education, recreation, and dance in our educational systems and community. This important purpose is accomplished through our Association's Mini-Grant Program.

IAHPERD invites proposals to request funding up to \$2000 for program or curriculum development, public information, workshops, or research projects that focus upon wellness, movement, and the development of knowledge, attitudes, and skills necessary to promote and improve overall health and quality of life. Collaborative projects between schools (public and private) and colleges/universities or between schools and related organizations are highly desired.

Eligibility

IAHPERD members are encouraged to submit proposals. Representatives of allied organizations providing health, physical education, recreation, and/or dance services are also eligible to apply for funding. Higher priority will be given to grant proposals that incorporate matching contributions from a supporting organization (i.e., Parent-Teacher Association, School Corporation, community business). Applicants must be willing to present a brief oral report of their project at the IAHPERD state conference in November or publish a description of their project and results in the *Indiana AHPERD Journal*.

Application Proposal

Applications should include all information as described. Five copies of the completed application with project details and a projected budget must be sent to the Mini-Grant Committee Chair prior to February 1, April 1, August 1, and December 1. Complete application proposals should include:

- Application Cover Sheet
- Project Details

Rationale and Objectives

Provide rationale for why project is particularly important. Identify precisely the need of the project and the population to be served. Also indicate the specific objectives of the project.

Procedures/Methods

Explain comprehensively the procedures/methods of the project, i.e., who will be the participants, how will activities be administered, what is the design of the project, etc. Provide a timeline for administering the project.

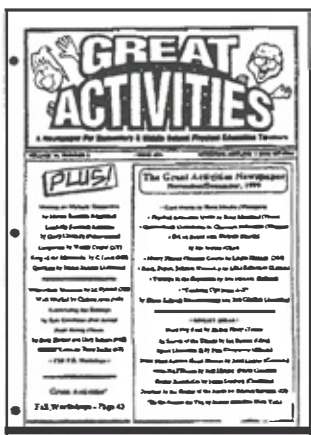
Evaluation

Explain the tools/instruments to be used to measure project objectives. When and how often will evaluation be administered?

- Budget
- Supporting Materials

Additional information regarding our Mini-Grant Program as well as forms and criteria are available on the IAHPERD website at www.indiana-ahperd.org under Grants. Questions regarding the program should be directed to Dr. Raymond Leung, Mini-Grant Committee Chair, at (812) 465-1065 or via email at rleung@usi.edu. To be considered for the next round of funding, proposal submissions must be postmarked by December 1, 2004.

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IAHPERD SUPPORTED PROJECTS

Getting Fit with Pedometers, Cold Spring Elementary, Indianapolis (Jim Moyer). The project was designed to increase physical activity levels of students using technology. The objective was to provide students with technical feedback on activity levels during physical education classes. To accomplish the objective, the project requested funding for Digi-Walker pedometers.

GOAL: Grissom Outdoor Achievement Learning Lab, Grissom Elementary, Muncie (Rebecca Dietrich). The project developed an outdoor learning lab for integrating lessons from all subjects, as well as provided a fitness trail for students and the community. With matching PTA support, the fitness trail was mulched with trees and other plants. The project requested materials to build the fitness stations.

Healthy Hoosier Adapted Fitness Project, Manchester College, North Manchester (Lana Groombridge). The project was designed to develop a program to meet the fitness needs of community residents. The objectives were to provide participants with a functional fitness test, provide strength and fitness experiences for older adults in the community, and, through the project, train students in fitness assessment and exercise prescription for special population. To achieve the objectives, the project requested funding for fitness instructor stipend, adaptive equipment, and paper/printing materials.

Heart Rate Monitors, Claypool Elementary, Claypool (Sandy Monce). The project was designed to improve the fitness levels of students. The objectives were to teach the benefits of exercise on the heart, how to establish a target heart rate, and how to monitor heart rate. To meet these objectives, funding was requested for the purchase of heart rate monitors.

Increasing Activity Levels of Children, Pine Village Elementary, Pine Village (Gail Anderson). The project was designed to increase the level of physical activity of K-5 children. The objective was to provide students with feedback on activity levels during physical education using technology. To accomplish the objective, the project requested the purchase of pedometers and food pyramid magnets.

LeaderSHAPE: Leader Students in Health and Physical Education, Manchester College, North Manchester (Kirn Duchane). The project was designed to develop a supplementary educational program for students schooled at home using nontraditional equipment. The objectives were to maintain and improve overall health and quality of life of K-12 students and train future teachers to apply teaching strategies in the classroom. To accomplish these objectives, the project requested funding for Challenge Education equipment.

Playground Fitness, Rosa Parks-Edison Elementary, Indianapolis (Brad Davis). The project was designed to fight childhood obesity by increasing students' physical activity level. The objective was to increase the number of active students by providing outdoor activity options. To accomplish this objective, the project requested the purchase of a rolling cart, balls, and jump ropes.

Project Heart Rate, Boone Grove High, Valparaiso (Linda Eleftheri). The project was designed to use technology to strengthen the instructional program and improve physical activity in adolescents. The objective was to increase the number of active students during aerobic and strength training classes. To accomplish this objective, the project requested purchasing heart monitors.

Resource Outreach Project, Positive Approach to Teen Health (PATH), Valparaiso (Wilma Willard). The project was designed to equip youth to develop positive relationship skills through abstinence-centered education. The objective was to strengthen the mission of the organization by involving caring people who influence and support teen health. To meet this objective, funds were requested to support the outreach program and the printing of resource materials.

Rhythm and Grace Dance Project, Lakeland Christian Academy, Winona Lake (Donna Frisinger). The project was a curricular development project to strengthen the instructional program in which dance and rhythmic activity does not receive the attention it deserves. The objectives were to use physical activity to develop and maintain physical fitness, use movement for self-expression and social interaction, and apply movement concepts and principles to motor learning according to Indiana Academic Standards. The project was aimed to give students a new physical activity to achieve these abilities. To accomplish these objectives, the project requested funding for purchases of tape player and jump ropes.

Survey of Teacher Perceptions of Content Knowledge, Ball State University, Muncie (Jacalyn Lund). Using the perceptions of inservice teachers, the project was designed to identify the content knowledge of physical education considered necessary for new teachers in Indiana, to determine if a gap exists between what teachers say they should do and actual practice. Funds were requested for supplies and the printing of research materials.

IAHPERD Awards: Shining Stars in the Hoosier Sky

Jane Davis-Brezette
IAHPERD Awards Committee Chair
University of Southern Indiana
Evansville, IN 47712

An important purpose of the Indiana AHPERD is to recognize the work of our valued members. Each year, the Association presents awards and presidential citations to professional members in public and private schools, colleges and universities, as well as other allied agencies. We also provide scholarships to deserving students who are taking professional training in the sciences required in preparation for health, physical education, recreation, dance, sport, and allied careers.



Do you know someone worthy of recognition? All current members have the privilege of nominating persons for each of the Indiana AHPERD's Teacher of the Year and

Association awards. The Awards Committee evaluates nominations received for individuals who have made outstanding contributions to our profession at the local, region, and state level. The different categories for recognizing our members include:

Health Education Teacher of the Year Award

This award recognizes the work of an outstanding health education teacher. A health education teacher 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 recipient was Bobbi Lautzenheiser who teaches at Manchester Junior High in North Manchester.

Elementary Physical Education Teacher of the Year Award

This award recognizes the work of an outstanding elementary physical education teacher. An elementary physical education teacher 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 recipient was Cathy Caldwell who teaches at Shamrock Springs Elementary in Westfield.

Middle School Physical Education Teacher of the Year Award

This award recognizes the work of an outstanding middle school physical education teacher. A middle school physical education teacher is defined for the purpose of this award as an individual whose primary responsibility is teaching students physical education in sixth through eighth grades for a specific school corporation. In the case a school corporation refers to the school by another name (i.e., junior high) or has different grade levels, the teacher is still eligible for this award. The 2003 recipient was Raoul Donati who teaches at Discovery Middle in Granger.

Secondary Physical Education Teacher of the Year Award

This award recognizes the work of an outstanding secondary physical education teacher. A secondary physical education teacher is defined for the purpose of this award as an individual whose primary responsibility is teaching students physical education in ninth through twelfth grades for a specific school corporation. The 2003 recipient was Ellen Mitchell who teaches at Wabash High in Wabash.

Recreation Professional of the Year Award

This award program 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. The 2003 recipient was Matt Rota-Autry who directs the Intramural and Recreational Sports program at Indiana University-Purdue University in Indianapolis.

Dance Educator of the Year Award

This 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 kindergarten through twelfth grades for a specific school corporation. The 2003 recipient was Ya'akov Eden who teaches at Ball State University in Muncie.

Honor Award

This 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, recreation, dance, and/or allied areas. The 2003 recipient was Karen Hatch who teaches at McCulloch Middle in Marion.

Leadership Award

This award recognizes an individual who has demonstrated significant leadership in terms of program

development in health, physical education, recreation, dance, and/or allied areas, and whose contributions reflect prestige, honor, and dignity to the Association. The 2003 recipient was Cathy Huntsinger who teaches at Frankton High in Frankton.

Legacy Award

This award is designed to recognize persons who have given long and distinguished service to the Association. This award is not intended to overshadow the Honor Award but recognize persons who have left a legacy, a benchmark, or a standard in professional service, scholarship, and leadership. The 2003 recipients were retired HPERD professionals Adelaide Cole (New Castle) and Nancy Linson (Muncie).

Outstanding Student Award

This award recognizes an undergraduate student who has displayed distinctive leadership and meritorious service to his/her profession of health, physical education, recreation, dance, and/or allied areas. The 2003 recipient was Anderson University senior Brooke E. Sutton from Warsaw.

Pathfinder Award

This award was established to honor a member who has and/or continue to advocate, recruit, and enhance opportunities for girls and women in sport and sport leadership. The 2003 recipient was Lisa Hicks who teaches at the University of Indianapolis.

Special Contribution Award

This award recognizes an individual who is outside of health, physical education, recreation, dance, and allied areas but who, through his/her work, has contributed significantly to the general purposes of the Association. The 2003 recipients were Suellen Reed, Superintendent of the Indiana State Department of Education in Indianapolis and Bob Rider, Education Department Chair at Butler University in Indianapolis.

Young Professional Award

This 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 2003 recipient was Molly Hare who teaches at Indiana State University in Terre Haute.

Additional information regarding each award as well as nomination forms and award criteria are available on the IAHPERD website at www.indiana-ahperd.org under Awards. Questions regarding the nomination process should be directed to Dr. Jane Davis-Brezette, Awards Committee Chair, at (812) 464-1821 or via email at brezette@usi.edu. Nomination submissions must be postmarked by February 15, 2005.

Why Should I Join IAHPERD?

Why should I join IAHPERD?
a colleague asked me one day.
And while I pondered his question
he continued to chatter away.

To join they want forty bucks.
Man, that's too much to pay!
All that I get is a Journal
and I don't read it anyway.

They say it makes you "professional"
to have your name upon the list.
Lots of good stuff for the members?
Huh, can't see a thing I've missed.

And all those meetings they have, who cares!
Just a big waste of time, you know?
I'm not gonna change the way I've done things
for twenty-nine years in a row.

So tell me...why should I join it?
Just one good reason will do.
Partner, I said, you're so darn right
IAHPERD is obviously not for you.

IAHPERD is for folks who are on the way up,
who want to professionally grow.
Folks who are involved in shaping their fate
and willing to share what they know.

IAHPERD is for those with commitment,
who'll accept when leadership calls,
and then follow through with their duties and tasks
no matter how large or how small.

As they say, you receive in proportion
to the way that you give and serve.
So, if forty bucks is all you invest,
well, a Journal may be all you deserve.

As a member, I hope you are finding
much greater reward than that man:
that professional involvement in IAHPERD, for you
makes the difference we know that it can.

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

*Nikki Assmann
Indiana AHPERD Executive Director*

Advocacy: No Teacher Left Behind!

Lisa Hicks
University of Indianapolis
Indianapolis, IN

In response to the potential impact of current educational reform at the national level, members of the Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) met with representatives from most of the 50 states in Reston, Virginia to strategize advocacy initiatives for supporting health and physical education. The No Child Left Behind (NCLB) provisions of the Elementary and Secondary Education Act calls for academic accountability in curricula that are identified as “core” subject areas. However, the omission of some subjects, such as health and physical education, has the potential to create unintended negative consequences (i.e. diminishing time and resources for subjects not identified as core). It is the belief of most IAHPERD leaders that the focused accountability



Teacher

for achievement in math and reading through high stakes testing limits the provision for a balanced and comprehensive education for our students.

The IAHPERD office receives many calls and emails concerning health and physical education programs that are being reduced or eliminated. Our teachers don't want to be left behind since they provide the foundation for healthy, active lifestyles that support all learning and help ensure success in future pursuits. We agree that families play an important role in the prevention of obesity and other health risks; however, our health and physical education professionals are the most valuable resource in helping children develop the knowledge, skills, and dispositions necessary to adopt and maintain a healthy lifestyle.

Many children will be “left on their behinds” if they do not:

1. Learn how to achieve and maintain health-related physical fitness and other healthy lifestyle behaviors,

2. Have opportunities to explore their unique potential,
3. Gain an understanding and appreciation of their responsibilities as citizens, and
4. Develop character traits to help them make good decisions about positive behaviors that support their well-being.

IAHPERD supports the NCLB's call for “highly qualified teachers”. However, we also want highly qualified teachers instructing students in health and physical education in addition to subject areas currently identified in the Act. To properly position health and physical education within the context of educational reform it is important to better understand different perspectives. That is why we sent Indiana leaders to join the other state AHPERDs for this important discussion. Among the organizations presenting at the NCLB Advocacy Forum were the American Alliance for Health, Physical Education, Recreation, and Dance, American Heart Association, Harvard School of Public Health, National Association for Sport and Physical Education, National Association of State Boards of Education, National Coalition for Promoting Physical Activity, Society of State Directors of Health, Physical Education and Recreation, and the U. S. Department of Education.

Your state association wants our members to know the ramifications of NCLB for the teachers, principals, administrators, school board members, parents, and community. This will allow IAHPERD to develop action steps to facilitate implementation of initiatives to reinforce and mediate the negative impact of the increased emphasis on academic accountability. Will you join the movement and unite with other HPERD professionals to advocate for increased health and physical education within the current educational reform? Members are encouraged to contact Lisa Hicks (lhicks@uindy.edu), IAHPERD Advocacy Committee chair, or Audrey Satterblom (satterba@ips.k12.in.us), IAHPERD President-Elect, to get involved with our advocacy efforts.

Indiana Teaching Excellence

Lisa Hicks
University of Indianapolis
Indianapolis, IN
Kim A. Duchane
Manchester College
North Manchester, IN

Teachers of the Year—what makes them tick? Each year, the Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) sponsors a members recognition program to honor outstanding professionals in a variety of program areas (i.e., health, physical education, dance) and grade levels (i.e., elementary, middle school, high school). Earlier this year, IAHPERD Board members had the opportunity to ask past award recipients about themselves and their programs. Their responses provide some valuable insights into the programs, ideals, and personal styles of these committed educators.

Being an enthusiastic professional role model was a common thread running through all of the responses. **Cathy**



Caldwell teaches students at Shamrock Springs Elementary School in Westfield. She received the 2003 IAHPERD Elementary Physical Education Teacher of the Year award and was also honored as the 2004 Midwest District AAHPERD Teacher of the Year. Caldwell believes that being a positive role model is key to quality teaching. "It is an old cliché," explains Cathy, "but I still believe that

we teach more by our example than in any other way. The image we project of our personal self, our enthusiasm for our subject area, our knowledge of concepts, and our ability to demonstrate skills combine to create that professional role model which we should strive to perfect. The concept of role modeling and the image I project to my students dominates my personality and dictates my behavior as a teacher. Realizing the importance and value of physical fitness for a lifetime drives me to be the best role model that I can be."

Bobbi Lautzenheiser, 2003 Health Teacher of the Year and teacher at Manchester Junior High School, North Manchester, agrees with Caldwell's priorities. "I believe that the enthusiastic role I present is the role people will respond to, and this enthusiasm generates a good learning atmosphere. Teaching is a challenging profession and I approach it with an intensity that will meet the challenge it presents." For Lautzenheiser, goals are an essential factor in the equation for success. "I am a very goal-oriented person," she says. "I establish goals and work to achieve them. As Teacher of the Year, one of my goals is the promotion of the profession and recognition of those individuals that make up the profession."

Caldwell agrees that professionalism is a goal to which

we should all aspire. "Our professionalism is something we wear on our sleeve and it can be very motivational when it is positive."

But how can teachers maintain this positive, professional attitude and avoid burnout? LeAnn Haggard, a teacher at North Central High School in Indianapolis and 2004 Dance Teacher of the Year, recognizes that change and new ideas keep her excited and interested in her work. "I try to be open and receptive to the new ideas I receive from my peers and other professionals. I believe that these ideas help bring interest and variety into the classroom. The door swings both ways, as well; my colleagues are then willing to listen to new ideas and we can all work together developing or expanding our program. This helps to prevent stagnation in the teaching process."



Lautzenheiser emphasizes the importance of a supportive working environment. She feels that seeing things from "the other person's perspective" can be very helpful. "I try to be empathetic of others. I make it a point always to put myself in the place of those with whom I work: students, fellow teachers, and administrators. This allows me to establish legitimate parameters when dealing with them."

From these positive professional attitudes have come some exceptional physical education programs. **Raoul**

Donati, 2003 Middle School Teacher of the Year, has implemented an exciting new health-related fitness program at Discovery Middle School in Mishawaka. "I wanted to find a way to make students more aware of the need for health-related fitness throughout their lives," he explains. "I wanted to provide a place where students could monitor fitness levels while they were exercising and where these levels could be evaluated and assessed at the same time. I felt it would be highly beneficial if I could provide a program where students wanted to exercise rather than one in which they were forced to exercise. What we needed was a program that provided an environment that wasn't teacher-centered, but student-centered, where the students were partially responsible for their own learning and development."



Together with his colleagues and administration, Donati planned a program that provides the means to evaluate students' physical fitness levels, to acquaint students with

fitness concepts, and to assist students in creating personalized physical activity programs. Students evaluate their own participation every day. They have learned to motivate themselves and to take responsibility for their own progress." Donati's students view him as a role model for fitness as well. His students' comment, "Mr. Donati, he is just buff.

He shows us how to work out. You know he is the fitness man." He is known as the fitness man due to his colleagues' preparation of school announcement TV segments that Donati portrays the 'Fitness Man' encouraging students to engage in healthy lifestyles. Donati is able to 'walk-the-talk' and encourage healthy student behaviors.

He is committed to his students' performance, as another student commented, "Mr. Donati just makes learning fitness fun."



At Wabash High, **Ellen Mitchell's** program emphasizes lifetime fitness. She received the honor of Secondary Teacher of the Year in 2003.

"Our school has adopted a physical education curriculum based on teaching students lifetime health fitness concepts. This state-of-the-art program utilizes cognitive, affective, and psychomotor teaching standards that allow the students to learn, through hands-on experiences, how to increase the likelihood of living a lifestyle that promotes optimal health. The curriculum encourages wise decision making skills pertaining to health and fitness, and exercising to enhance personal fitness."

The Marion Community Schools offer a broad physical education program designed to meet the needs of a diverse student population.

"My favorite classes," says 2000 Teacher of the Year and adapted physical education specialist **Bill Bishop**, "are the ones with our students with special needs included. These classes are for students who have had difficulty in physical education for a variety of reasons. Some of the students are challenged physically or mentally and some challenge the teacher with their behavior. These classes bring them all together in a mix of students with the common bond of needing help in managing their physical education experience. Several varsity athletes also participate as student leaders. This provides the opportunity for individual attention, small group work, and a wide variety of activities. The wonderful blend of special people from one end of the athletic spectrum to the other is so refreshing to see in action. The less coordinated, still developing student can learn from the skilled athlete and vice versa...and I learn from them all!"

There are some other common characteristics of Teachers of the Year (TOYs), both in physical education as well as in other disciplines. These individuals are involved with students outside of the classroom, lifelong learners (Ange, Greenwood & Miller, 1994; Brod, Weidemer & Weidemer, 1986; Isenberg & Raines, 1990; Sederberg & Clark, 1990), and seem to be reflective in their teaching practice (DeMarco, 1998). The majority of TOYs also possess a graduate degree at a higher percentage as compared to nonTOYs (Ange, Greenwood & Miller, 1994; Brod, Weidemer & Weidemer, 1986; Isenberg &

Raines, 1990). TOYs appear to be more dedicated to their profession than nonTOYs as 98% of the TOYs reported working at least an additional one-hour per day on uncompensated, school-related activities as compared to 55% of their counterparts (Brod, Weidemer, & Weidemer, 1986). Sederberg and Clark (1990) found that TOYs were dedicated to their profession as demonstrated by their additional class preparation, involvement in student assessment, work as directors of co-curricular activities, and involvement in professional meetings. Sederberg and Clark (1990) reported that TOYs want to play a role in the lives of students by demonstrating a caring attitude toward their students, both in the classroom and outside of the classroom. Goldsmid, Gruber and Wilson (1977), in a rare investigation of student perceptions of TOYs, analyzed the supporting statements made by students and faculty and found that students perceived TOYs as showing a concern and genuine interest for their students. Those individuals recognized as outstanding teachers also provide meaningful learning opportunities for their students by providing new ideas for their students, implementing creative ideas, and constantly changing teaching strategies or curricula approaches to keep the material 'fresh' for students (Isenberg & Raines, 1990).

Teachers of the Year are recognized for their dedication and commitment to teaching excellence. However, teachers can only be recognized when other individuals nominate them for their efforts. Thus, IAHPERD members should encourage other individuals to nominate outstanding teachers to be acknowledged. A key component to these teachers receiving the award recognition was the TOYs involvement in state and professional organizations. Other individuals were able to experience the passion for teaching these individuals displayed outside of their school setting, such as the IAHPERD state conference. This is a great opportunity for aspiring educators with all levels of experience. Their challenges, frustrations, successes, and joys, however, are common to all health, physical, and dance educators. Their positive and professional outlook provides a role model not only to their students and colleagues, but also to educators everywhere.

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Dodgeball: Get in the Game?

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In the Spring-Summer issue of the *Indiana AHPERD Journal*, David Langley from Indiana State University (Terre Haute) shared an interesting presentation on the pros and cons of including dodgeball in physical education (pp. 17-19). With the recent release of both a movie and television show about dodgeball, debate about the game's merits and improprieties has escalated. Thus, IAHPERD would like to reiterate the National Association for Sport and Physical Education (NASPE) position about playing dodgeball in school physical education programs.

NASPE believes that dodgeball is not an appropriate activity for K-12 school physical education programs. The purpose of physical education is to provide students with:

- * The knowledge, skills, and disposition needed to be physically active for a lifetime,
- * A daily dose of physical activity for health benefits, and
- * Positive experiences so that children and adolescents want to be physically active outside of physical education class and throughout their lifetime.

The goals of physical education can be obtained through a wide variety of appropriate physical activities.

Getting and keeping children and adolescents active is one of the biggest challenges facing parents and youth leaders.

- * Over 60% of children aged 9-13 years do not participate in any organized physical activity during their nonschool hours and almost 25% do not engage in any free time physical activity.
- * One-third of high school students are not adequately active and over 10% do not participate in any physical activity at all.
- * Over 15% of U.S. youth aged 6-19 are overweight; triple the proportion of 25 years ago.

Best practice in physical education reinforces that teachers should involve ALL children in activities that allow them to participate actively, both physically and mentally. Activities such as relay races, dodgeball, and elimination tag provide limited opportunities for everyone in the class, especially the slower, less agile students who need the activity the most. The students who are eliminated first in dodgeball are typically the ones who most need to be active and practice their skills. Many times these students are also the ones with the least amount of confidence in their physical abilities. Being targeted because they are the "weaker" players, and

being hit by a hard thrown ball, does not help these students to develop confident disposition.

The arguments most often heard in favor of dodgeball are that it allows for the practice of important physical skills—and kids like it.

- * Dodgeball does provide a means of practicing some important physical skills— running, dodging, throwing, and catching. However, there are many activities that allow practice of these skills without using human targets or eliminating students from play.
- * Some students may like it—the most skilled, the most confident. But many do not! Certainly not the student who gets hit hard in the head, abdomen, or groin.

It is not appropriate to teach children that you win by hurting others. Generally speaking, the game is a lawsuit waiting to happen. At most, about half of the students really play—the rest hide in the farthest corners of the gym. There is no denying that the game involves the development of physical skills, teamwork, and strategy. However, there has to be a better way to do it than to endanger the health and well being of our students—not to mention the security of our jobs.

Effective physical education teachers are characterized by:

- * Establishing a positive, safe learning environment for all students,
- * Teaching a variety of physical activities that make physical education class fun and enjoyable,
- * Creating maximum opportunities for students of all abilities to be successful,
- * Promoting student honesty, integrity, and good sportsmanship,
- * Guiding students into becoming skillful and confident movers,
- * Facilitating the development and maintenance of physical fitness,
- * Assisting students in setting and achieving personal goals,
- * Providing specific, constructive feedback to help students master motor skills,
- * Affording opportunities for students to succeed in cooperative and competitive situations, and
- * Preparing and encouraging students to practice skills and be active for a lifetime.

Physical educators need to ask themselves, "Is dodgeball the type of activity that I really want my students exposed to?"



Gifts To You...

Your presence is requested November 4-6, 2004 in Indianapolis where over 600 IAHPERD members will gather to celebrate quality health, physical education, recreation, dance, and sport programming at the annual IAHPERD state conference.

Kim Duchane, IAHPERD President



Leading health, physical education, and dance educators, recreation and allied fitness professionals, government officials, and leading health technology developers will come together at the University Place Conference Center on the IUPUI campus in Indianapolis. By attending the 2004 State Conference, your professionalism will be acknowledged with a variety of **gifts**. Aside from the traditional gift you receive for pre-registering for the conference, there are many other **gifts** for attendees, such as:

- * Time to network with fellow professionals from all over the state,
- * A forum to expand your teaching skills by gleaning tidbits from National Teachers of the Year,
- * Acquire cutting edge technology from exhibitors and presenters,
- * Opportunity to examine the latest in products and services from our exhibitors,
- * Laughter as you watch or participate in Badmintonmania,
- * Self-esteem as you challenge yourself to grow professionally,
- * Celebrating with colleagues being recognized at Award Celebration,
- * Pride in acknowledging our student future professionals who are receiving scholarships, and
- * Satisfaction of participating in one of the best state HPERD conferences in the country.

I am enthusiastic about these state conference **gifts** that are available for you. And...remember, most of this for the low registration fee of only \$60. The treat will be yours as you hear presentations from colleagues and National Teachers of the Year. Even if you need to use a portion or all of your own funds to attend, be assured that YOU are worth the investment! Also consider these cost saving **gifts**:

1. Pre-registering for the Conference will save you \$\$\$ and time in line at the Registration Table (also a chance at a free weekend hotel stay).
2. Find a friend...perhaps 2 or 3...and travel to the Conference together.
3. Invite a colleague to share your hotel room to reduce the cost each pays.



Spend the Evening

in the area around University Place

When you attend the Conference, you will not only have the opportunity to share ideas and experiences with HPERD colleagues from all over the state, you will be able to explore all that Indy has to offer. You can chose to:

- * Take in a Pacers Basketball Game
- * Christmas shop early in the Circle Centre Mall
- * Visit the Indiana State Museum and IMAX 3D Theater
- * Walk through the Eiteljorg Museum of American Indians and Western Art, Indianapolis Zoo, White River Gardens, National Collegiate Athletic Association Headquarters, Hall of Champions, Canal Walk, and Celebration Plaza.



2004 IAHPERD Conference

November 4 - 6 IU UI Conference Center Indianapolis

Conference Location

University Place Hotel/Conference Center
IUPUI Campus
Indianapolis, IN

Hotel Reservations

University Place DoubleTree Inn
850 W Michigan St
1.800.627.2700 or 1.317.269.9000

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Dr. Pat Cooper to be Keynote Speaker

National Consultant in the area of promotion of coordinated school health



Dr. Pat Cooper currently serves as the Superintendent of Schools in McComb, MS. He has served in that capacity for the last seven years and is in his thirty-third year of public education service. He has served as a classroom teacher for students with emotional disturbances, principal, university faculty member, and as Assistant State Superintendent in the Louisiana State Department of Education. He served four years as **Executive Director for the CDC funded National School Health Education Coalition (NSHEC)** in Washington, DC.

Dr. Cooper is President of the Mississippi Alliance for School Health (MASH) and he has been instrumental in assisting the organization in its growth and status with other state agencies. He serves on the Governor's Health Committee working with the National Governor's Association in developing a national network on school/health partnerships.

Luncheon Information

The annual luncheon will be held on Friday at 12:30 in the IUPUI Conference Center. Reservations are required for the luncheon. The cost will be \$15 per ticket. There is a limited seating capacity, so it would be wise to make early reservations for the luncheon.

Come hear Dr. Pat Cooper who will be speaking about the documented gains in the academic, social and emotional arenas that have been attributed to the coordinated school health programs in schools.

Tickets can be ordered by selecting "tickets" on the conference registration form. If there are any extra tickets available, you may purchase them at the on-site registration booth.

What's Inside.

Awards/Social	19
Coupons	19
Dance Gala.....	19
Door Prizes.....	19
Early Bird Special Drawing	18
Exhibitors	19
Hotel Reservations	18
Jump Rope/Hoops Coordinators FREE	
Continental Breakfast.....	19
Keynote Speaker	17
Luncheon Information.....	17
NIFS	18
Program Sessions	20
Registration Form	23
Registration Times and Place.....	18
Super Saturday	22
Student Information	19
Workshop: High/Low Ropes	18

Conference Information

Registration

Pre-registration

Fill out the pre-registration form on page 23 and mail so that it arrives in Muncie, IN no later than October 20.

Membership is due at the time of registration. If you have not been a member before, you can join at this time and pay the lower members pre-registration fee.

On-site Registration

You may register at the conference and pay the higher registration fee. You may join at that time and pay the reduced members fee.

NO Purchase Orders Accepted

We are not able to accept Purchase Orders from schools. Please have your school send a check with the registration form.

Student Registration

Students are encouraged to pre-register for the conference. Join the Association and Register for the conference at the same time. When you do this, pay the lower members pre-registration fee.

Registration Time and Location

The registration booth will be located in the Slate Foyer of the IUPUI Conference Center

Times:

Thursday: 5:00 - 7:00

Friday: 7:30 - 4:00

Saturday 7:30 - 11:00

High/Low Ropes

Workshop: Thursday

All Day Thursday at Butler University (9:00 - 4:00). Limited to first 15 who register for workshop. Participants must fill out medical form which will be sent to them along with workshop information.

Be an Early Bird and Enter Special Drawing

Pre-register by October 20 to get a chance to win one of several prizes. All professional members who pre-register will be entered in a drawing to win a weekend at a **Days Inn Downtown** or a stay at the **Clarion Waterfront**. IAHPERD will also offer a free registration and night in the conference hotel for the 2005 Conference.

The drawing will be conducted at the IAHPERD Board meeting on Thursday, November 4. The winners will be listed at the Registration booth on Friday, November 5.



FREE Workout Pass at NIFS

The National Institute for Fitness and Sport (NIFS) is located across the street from the IUPUI Natatorium. They will provide IAHPERD members with 300 FREE PASSES to workout in their facility while we are attending the conference. Bring your workout clothes.

If you would like one of the passes, check the NIFS option on the registration form.



Hotel Reservations

Our Conference Hotel is the DoubleTree Inn at the University Place Conference Center on the IUPUI Campus in Indianapolis.

Special Conference room rates are:

Single Room \$113

Double Room \$128

Reservations deadline: **5:00 p.m. on October 3.**

After that date rates or availability of rooms will not be guaranteed. To make reservations call 1.800.627.2700 or 1.317.269.9000. When making a reservation be sure to identify yourself as attending the IAHPERD Conference.

Exhibitors will Show and Sell New Equipment

Several exhibitors are planning to show their wares and demonstrate the use of their equipment at our conference. Plan to come to see and purchase new equipment. Professionals who pre-register will be given a **\$5.00 coupon** to use toward the purchase of equipment worth \$10.00 or more from our exhibitors while at the conference. The following exhibitors as well as others will be in INDY:

Skatetime School Programs	Speed Stacks, Inc.	Palos Sports
Everlast Climbing Industries	School Specialty	Grogan's Martial Arts and Fitness
Toledo Physical Education Supply	Human Kinetics	Y-Ties

Visit the Exhibits and take advantage of the **FREE Coupon** you receive for pre-registering!!!!

Student Information

Students are encouraged to join IAHPERD and attend the conference. In one step you can join the association and pre-register for the conference that will allow you to pay the member registration fee and **save money**.

Student Early Bird Special

Register by October 20 and your name will be included in a drawing in which you may win a Heart Rate Monitor, stop watch, Pedometer Power Lesson Plan book, or a Kick to Get Fit exercise tape.

Student Programs include:

- ★ SUPERSTARS Competition
- ★ Behavior Management 101: Easy as Magic
- ★ Balancing Coaching and Teaching in PE
- ★ Jeopardy
- ★ The Power of the Lead Up Game

Although the conference offers special programming for students, students may attend any of the more than 100 sessions at the conference.

ATTEND Dance Gala

The Dance Gala will showcase a variety of dance forms created and performed by Indiana Dance Companies and student groups. It will be at 4:30 on Friday.



Jump Rope & Hoops Coordinators – FREE Breakfast

Saturday, 8:30

Please indicate on Registration form by checking Jump Rope/ Hoops Breakfast if you plan to attend.

Awards/Social

IAHPERD will recognize outstanding teachers in Health, and Physical Education, and Dance as well as current leaders in the state and long time leaders at an awards ceremony and social which will be held at 3:30 on Friday. **PLAN TO ATTEND.**

Door Prizes

Register for **DOOR PRIZES** provided by our exhibitors. Forms available at registration booth.

Conference Schedule

At a Glance

Thursday, November 4

- 9:00 - 4:00 - High Low Ropes Workshop
- 5:00 - 7:00 - Registration
- 5:30 - 7:00 - Executive Committee
- 7:00 - 9:00 - Board of Directors

Friday, November 5

- 7:30 - 4:00 - Registration
- 8:30 - 4:30 - Breakout Sessions
- 12:30 - 1:30 - Luncheon/Keynote
- 2:30 - 3:30 - Regional Councils
- 3:30 - 4:30 - Awards/Social
- 4:30 - 5:30 - Dance Gala

Saturday, November 6

- 7:30 - 11:00 - Registration
- 7:30 - 8:30 - All Leadership Breakfast
- 8:30 - 9:30 - Jump Rope/Hoops
Coordinators Breakfast
- 8:00 - 12:00 - Breakout Sessions

Breakout Sessions

Friday, 8:30

- ★ It Only Looks Like Chaos
- ★ Stay in Bounds
- ★ No Sitting Around in My Gym
- ★ What's in a Label
- ★ Project FITT
- ★ Modern Dance
- ★ The IUPUI in Flight
- ★ Med Balls
- ★ Fit to be Tried
- ★ Cardiorespiratory
- ★ Behavior Management
- ★ Intramural Roundtable



Friday, 9:30

- ★ Swing into Fitness
- ★ Gymnopoly
- ★ Games One Step Ahead

- ★ Advocacy
- ★ Jump Rope Demonstration Team
- ★ Swing (West Coast)
- ★ Research Partnership
- ★ Using Stages for Teaching Skills & Tactics
- ★ Learn Cardio Salsa
- ★ Grant Writing for Beginners
- ★ A Healthy Fitness Profile

Friday, 10:30

- ★ Power of Lead-up Games
- ★ Fitness Portfolio
- ★ Everything I Wanted to Know I Learned in PE
- ★ Strategies for Teaching and Assessing Skills
- ★ AED/CPR Update
- ★ Dance and Inclusion
- ★ New Goals for Fitness
- ★ Fun Fitness Ideas Using Portfolios
- ★ Fun, Innovative, and Exciting Ways to
- ★ Creating TV Announcements for PE
- ★ Elementary Swim Lesson Unit

Friday, 11:30

- ★ Cup Stacking
- ★ Basketball/Quad Rugby
- ★ Incentive Award Roundtable
- ★ Presentation of Poseidon DDS
- ★ Jump Rope Skills & Techniques/Double Dutch
- ★ Balancing Coaching/Teaching in PE
- ★ Lets Keep Them Moving
- ★ Comparing Evaluation in H/PE
- ★ Women and Heart Disease
- ★ Jazz Dance
- ★ Teacher Education Program

Friday, 12:30

- ★ Physical Best: Lifetime Fitness for Everyone
- ★ Incentive Award Roundtable
- ★ Implementing BMI
- ★ Aquatics Roundtable
- ★ University Based Health & Fitness Workshop
- ★ Creative Health Education/The Meeting Game
- ★ Motivation Towards Staff Wellness
- ★ Indiana PGA
- ★ Value of Majors Club

Friday, 1:30

- * Jeopardy
- * Jazzercise
- * Sexuality Education
- * Circus Arts
- * Practice for Dance Showcase
- * Teaching Scarf Juggling
- * Fueling your Students
- * Massed Games: Pedometers
- * Sports Offered through Adapted PE
- * Weight Training
- * Outdoor Education



Saturday, 9:30

- * Middle School Teacher of the Year
- * No Bullying or Teasing in My Class
- * Basketball Workshop
- * Overweight and Obesity: #1 Challenge for Health and Physical Education
- * Health Education Curriculum
- * On the Move with Speed Stacks: Stack It, Move It, Use It!!
- * Pedometers in the Classroom
- * Do It Daily # 8

Friday, 2:30

- * Physical Education and the Law
- * Fitness Activity Day
- * Panel Discussion of Adapted PE
- * A Challenge to Reform Our Thinking
- * Adventure Education: Kayak
- * SuperStars Competition
- * Implementing Driver's Education
- * Fit for Fun
- * Authentic Assessment
- * Kin-Ball Sport Activities
- * Regional/Councils



Saturday, 10:30

- * Elementary Teacher of the Year
- * Stay in Bounds (NCAA Presentation)
- * Project Adventure: Integrating PA in the Curriculum
- * Character and Sport
- * Environmental Field Day
- * Kick to Get Fit
- * The Science of Cup Stacking

Friday, 3:30

- * Awards/Social

Friday, 4:30

- * Dance Showcase
- * CFP Council Meeting



Saturday, 11:30

- * Elementary Teacher of the Year
- * Middle School Teacher of the Year
- * Project Adventure: How to Get a Challenge Course at Your School
- * High School Teacher of the Year
- * Sport Strategies
- * Women and Heart Disease
- * Relaxing to Run Faster
- * Balloon Tennis
- * AED/CPR Update
- * 10 Great Games You Need to Know
- * Omni-Kin Cooperative Games
- * Sport Stereotype: The Case

Saturday, 7:30

- * All Leadership Meeting/Breakfast

Saturday, 8:30

- * Elementary Teacher of the Year
- * Jump Rope/Hoops Coordinators Breakfast
- * Badmintonmania
- * Strategies for Teaching Advocacy Skills
- * Strength Development Program for High Schools

NOTE: This schedule is not completely confirmed, times or days may be changed, with programs added or canceled.



Watch for Program Updates on the
IAHPERD website www.indiana-ahperd.org

SUPER SATURDAY

Join Us for NEW Super Saturday Programming. This is FREE for those who attend on Friday or you can pay the special SATURDAY ONLY registration fee.

Learn from the Best.....

Teachers of the Year

Vickie Nichols: Illinois 2002 Elementary Teacher of the Year

Sue Long: West Virginia 2002 Middle School Teacher of the Year

Cathy Caldwell: Indiana 2003 Indiana and 2004 Midwest Elementary Teacher of Year

Crystal Gorwitz: Wisconsin 2003 Middle School Teacher of the Year

Project Adventure Staff

Adventure-based experiential program

Health Textbook Author

Including how we can make a difference in childhood obesity

Celeste Hunt

Spokesperson for Women's Heart

Receive more than just information:

Badmintonmania: lots of giveaways, free shuttles, autographs of Olympians, handouts

Learn about Cup Stacking and the science that supports this activity: receive a free set of stacking cups and lesson plans

Special Vendor Presentations:

Skatetime, Omni-Kin, Grogan's Martial Arts, Juggling

35 Powerful programs to Energize Your Curriculum



The only missing ingredient is YOU!!!!

Register for Super Saturday Today!!!!

IAHPERD 2004 Membership Application and Conference Registration Form

November 4 - 6, 2004 IUPUI Conference

Center and Natatorium
Indianapolis, IN

**Pre-Registration Deadline, Application
Received by October 20, 2004**

Membership Application is New Renewal I am a member of AAHPERD Yes No
 I am a Jump Rope for Heart Coordinator Yes No I am a Hoops for Heart Coordinator Yes No
 Membership Type Professional Student

First Name MI Last Name Home Phone Work Phone

Preferred Mailing Address City State Zip County of Residence

E-mail Address School Name or Business Name School District

EMPLOYMENT LEVEL

- Elementary Health/Fitness
- Middle Jr High Recreation
- Senior High Student
- College/University Other _____
- Business

PRIMARY INTEREST (select up to 3)

- Physical Ed Prof. Devel.
- Health Ath Training
- Dance Coaching
- Recreation Adapted PE
- Administration Other _____

BECOME INVOLVED

- Board of Director Jump Rope Coordinator
- Committee Member Hoops for Heart
- Council Member Student Leaders
- Speaker/Presenter Grants
- Advocacy Retirees

Would you like to be included in an IAHPERD Directory Yes No If YES: On-line Paper Both on-line & Paper

Please place a check mark (✓) in the SELECT Column for each item you select.

All registrations must include a check made out to IAHPERD

Purchase orders from schools cannot be accepted

Early registration must be received in our office no later than **October 20**. Pay higher fee after **October 20** or on-site.

Cancellations must be in writing and post marked no later than November 1, 2004. All cancellations are subject to a \$10 processing fee. No refunds will be issued on requests made after November 1, 2004. Refunds will be issued within 6-8 weeks after conference.

Make Checks Payable to IAHPERD
 Mail Registration form and Check to:
Nikki Assmann
 IAHPERD Executive Director
 2301 Christy Ln
 Muncie, IN 47304

Select	Event/Package	Professional		Student		Amount
		Pre-Registration	After October 20	Pre-Registration	After October 20	
	Membership	40	40	20	20	

Member Conference Fees

	2 Day Conference Registration	60	85	15	25	
	Super Saturday Only	30	35	10	15	
	Thursday Workshop Only	35	45	25	35	
	2 Day Conference and Workshop	90	120	40	55	

Non-Members Conference Fees

	2 Day Conference Registration	120	145	35	50	
	Super Saturday Only	45	50	20	25	
	Thursday Workshop Only	55	N/A	35	N/A	

Keynote/Luncheon (\$15 per Ticket)

	Spouse/Significant Other	35	50	Please Provide Name		
	Retired Professional	No Charge	No Charge	N/A	N/A	
	NIFS Workout Ticket Free					
	Jump Rope/Hoops Coord. Breakfast Free			Total Amount Due		

IAHPERD State Conference: What's It All About?

The IAHPERD State Conference in Indianapolis was a great success last year. The programs were very timely and interesting ... the presenters were professional and well-prepared with great new ideas ... attendance showed a significant increase over the previous year ... the enthusiasm of the conference participants was enormous ... and the support from our exhibitors was very exciting.

If you weren't there ... you missed a happening! On the following pages we have chosen a few select photos to help explain what our conferences are all about. And if you were there, maybe you will see a familiar face.



IAHPERD
conferences are about ...
SEEING FRIENDS



IAHPERD
conferences are about ...
SHARING IDEAS

IAHPERD
conferences are about ...
RECOGNIZING MEMBERS



IAHPERD
conferences are about ...
NEW PRODUCTS



IAHPERD
conferences are about ...
PLAYING

The IAHPERD State Conference is all these things and so much more. Thanks to all of you who participated last year and helped to make it so successful. And, if you missed this event we hope you will be able to join us for the happening this year. We hope to see you November 4-6, 2004 at the University Place Conference Center on the IUPUI campus in Indianapolis.

Helping Shape Up Indiana

Kim A. Duchane
Manchester College
North Manchester, IN
Eric Neuburger
Governor's Council
for Physical Fitness and Sports
Indianapolis, IN

We see it on the news, hear about it on the radio, and read it in the newspapers—Indiana is becoming a state filled with overweight and obese people. Obesity and its associated health problems have substantial economic consequences for our health care system.

But the good news is “Obesity can be prevented!” Members of the Indiana AHPERD are doing something about it! They want a strong voice for increased physical activity in our schools and communities since health and physical education teachers know they can play a substantial role in bringing this epidemic under control. The Indiana Governor's Council for Physical Fitness and Sports is also “Uniting in Service” with IAHPERD and other allied agencies to support the efforts of our Association.



Last spring, IAHPERD members organized successful All Children Exercising Simultaneously (ACES) Day and Shape Up Indiana Youth Fitness Day celebrations during National Sport and Physical Education Week. Almost 20,000 students, teachers, staff, and community members participated in the May 5th events. A main theme of the events was that physical activity can be a lifelong habit that is both fun and rewarding.

Healthy People 2010, the national objectives for the decade, have identified physical activity as one of our

nation's leading health indicators. Enhancing efforts to promote participation in physical activity and sports among young people is a critical priority for the IAHPERD leadership. The benefits of regular physical activity include:

- * Building strong bones and strengthening muscles,
- * Maintaining flexibility,
- * Achieving a healthy weight,
- * Promoting good posture and balance,
- * Improving physical fitness,
- * Strengthening the heart,
- * Improving self-esteem,
- * Increasing relaxation, and
- * Enhancing healthy growth and development.

In addition, physical education programs have been shown to have a positive effect on academic achievement, including increased concentration, improved mathematics, reading, and writing test scores, and reduced disruptive behavior. Academic achievement improves even when physical education instruction reduces the time spent on academics.

Participation in physical activity and sports can promote social well-being, as well as physical and mental health, among young people. Research has shown that students who participate in interscholastic sports are less likely to use tobacco products or illegal drugs, are more likely to stay in school and graduate, display appropriate conduct, and achieve higher academic standards.

*Share Your Copy
of the Journal
with a Colleague*

INDIANA AHPERD ACES DAY 2004

<u>School</u>	<u>City</u>	<u>Coordinators</u>	<u>Participants</u>
Alquina ES	Connersville	Joann Borders	178
Blair Pointe ES	Peru	Robyn Fobar	353
Calvary Lutheran	Indianapolis	Dawn Schultz	285
Cannelton ES	Cannelton	Ginger Conrad	177
Clark ES	Franklin	Ryan Pieper	700
Clark Pleasant MS	Whiteland	Tom Stubbeman	1172
Claypool ES	Claypool	Sandy Monce	167
Columbia ES	Logansport	Dena Camp	500
Covington ES	Covington	Mitzi Barnes	460
Eastview ES	Connersville	Joann Borders	341
Edgewood Primary	Bloomington	Carol Gardiner	460
Fishers ES	Fishers	Susie Stanfield	450
Flint Lake ES	Valparaiso	Willa Nuppau	590
Floyds Knobs ES	Floyds Knobs	Dale Berry	725
Frazee ES	Connersville	Joann Borders	418
Fairview ES	Logansport	Brad Platt/D Camp/Jenni Moss	480
Hebrew Early Childhood	Indianapolis	Ann Hightower	90
Holland ES	Holland	Lisa Durcholz	147
Huntingburg ES	Huntingburg	Lisa Durcholz	519
Landis ES	Logansport	Rick Scott	247
Laura G. Hose ES	Crawfordsville	Kristy Reese	352
Manchester Junior HS	North Manchester	Bobbi Lautzenheiser	291
Memorial ES	Valparaiso	Mike Prow	250
Merrillville HS	Merrillville	Lori Dust/S Hudson/T Price	87
Miller ES	Merrillville	Barb Orelup	
Model ES	Goshen	Ann Garl	644
Nicholson ES	Crawfordsville	Kristy Reese	266
North Central HS	Indianapolis	LeAnn Haggard	31
Oak Hill ES	Lowell	Kim Quasney-Bober	565
Parkside ES	Columbus	Nora Coleman	650
Pierce MS	Merrillville	Tanya Bush	100
Prairie Trace ES	Carmel	Cathy Hardwick	50
Rising Sun ES-MS	Rising Sun	Sheila Wilson	850
Rosedale ES	Rosedale	Adrienne Gideon	300
Sacred Heart School	Fowler	Teresa Gretencord	124
St. Mary Catholic	New Albany	Carol White	184
St. Mary of the Knobs Catholic	Floyd Knobs	Carol White	96
St. Mary's School	Anderson	Cyndi Skipper	18
St. Matthew School	Indianapolis	Chris Buhler	499
Sunman ES	Sunman	Tracy Meyer	375
Thomas Jefferson ES	Valparaiso	Mike Prow	250
Towne Meadow ES	Carmel	Robin Walker	805
Union County MS	Liberty	Bill Collette/Steve Yencer	421
Vincennes Lincoln HS	Vincennes	Tod Held	214
Woodland ES	Elkhart	John Lichty	580
Shape Up Indiana Day	Indianapolis	Becky Hull/Audrey Satterblom	1455



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All Children Exercising Simultaneously

ACES

Shape Up Indiana Youth Fitness Day

Project ACES (All Children Exercising Simultaneously), held in conjunction with the Shape Up Indiana Youth Fitness Day, is sponsored by the Indiana Association for Health, Physical Education, Recreation, and Dance.

**It takes place at schools all over the state on
Wednesday, May 4, 2005 at 10:00am.**

Project ACES has been labeled as “the world’s largest exercise class.” Millions of students from all over the globe will exercise together in a symbolic gesture of health and fitness unity. Please join us as we focus on the importance of physical activity for all Hoosier citizens.

JOIN THE CELEBRATION OF PHYSICAL ACTIVITY

Check out the IAHPERD website at www.indiana-ahperd.org for additional information

REGISTER NOW FOR ACES 2005

Email kaduchane@manchester.edu with Teacher’s Name, School, Address/City/Zip, Email, and Estimated Number of Students, Teachers, Staff, and Parents to be eligible for a special ACES Certificate



Audrey Satterblom,
Indiana AHPERD
President 2005

When it comes to health, don't just let children sit on the bench, get them in the game! Regular physical activity can have a significant impact on their lifelong health. ACES can show them how fun physical activity can be—it's a home run!



Indiana Association for
Health, Physical Education,
Recreation, and Dance

The Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) is a nonprofit professional education association for teachers, administrators, researchers, coaches, students, and other allied professionals who are actively engaged in and dedicated to the promotion of quality health, physical education, recreation, dance, sport, and allied programming in public and private schools, colleges and universities, and community agencies throughout the state of Indiana.

IAHPERD Leadership on Capital Hill

Leaders from around the country gathered together this summer in Washington, DC for the annual Leadership Development Conference (LDC). The conference provided a program focused on advocacy, a better understanding of the Alliance, and increased leadership skills at the state, district, and national levels. Together, the participants provided leadership to professionals in health, physical education, recreation, dance, sport, and allied areas.

"The Leadership Development Conference offered a wonderful opportunity for leaders from the state associations to come together for the sole purpose of improving their leadership skills, developing essential networking opportunities, and to make a difference in representing our professions to those in Congress," said IAHPERD President-Elect Audrey Satterblom.

The conference events began Wednesday, June 16 with introductions, team building exercises, and meetings. Sessions were presented on a variety of topics of interest to the president-elects as they begin their leadership roles at the state level. Participants were welcomed by speakers Senator Tom Harkin (Iowa) and Congressman Zach Wamp (Tennessee). Harkin thanked participants for working so hard to promote wellness in their local communities. He also announced a new wellness and prevention legislation entitled the Healthy Lifestyles and Prevention (HeLP) America Act of 2004. See related comments in box on the next page.

The presentations set the stage for a day "On the Hill" after a briefing and update on AAHPERD's priority issues, including appropriations for:

* Individuals with Disabilities Education Act (IDEA),

- * Physical Education for Progress (PEP) Act,
- * Coordinated School Health Programs,
- * Education, youth-at-risk, and community partnerships,
- * Safe pedestrian and bicycle pathways, and
- * Support for Title IX compliance.

Participants were also provided with information on No Child Left Behind and skills for carrying their messages to Congress. Commenting on her Capital Hill visits, Satterblom said, "The positive feedback from all the legislators and their aides made it a rewarding experience. Their willingness to listen and the understanding they had of our issues made it so worthwhile. Having gone through these meetings, I feel a little more confident about speaking to those in decision making positions in my home state of Indiana." Satterblom also encouraged "IAHPERD members to get involved and visit with their state senators and state representatives to share what physical education activities are going on in their schools."

LDC events continued Friday, June 18, as attendees visited the AAHPERD headquarters in Reston, VA, and met with staff. Booths were set up around the building so they could learn more about Alliance programs, products, and services. The conference concluded with a graduation ceremony. Shirley Ann Holt/Hale, AAHPERD President, referred to this year's class as "the best and the brightest. These leaders possess the skills for the present and vision for the future." IAHPERD is in good hands when Audrey takes over her leadership responsibilities. Her tireless energy will make sure "No child is left on their behind." IAHPERD members are encouraged to join the movement and unite in service for the good of all Hoosiers.



Statement of Iowa Senator Tom Harkin to the Leadership Development Conference:

“Think about it. The June 7 cover story in Time magazine was about the obesity epidemic across the United States. In March, in the Journal of the American Medical Association, the CDC served notice that poor diet and physical inactivity could soon overtake smoking as the No. 1 cause of death in the United States.

So, no question about it, your time has come. We have a critical need for your voices to help sound the alarm to bring a greater sense of urgency to addressing the obesity epidemic because too many people here in Washington still don't ‘get it’.

For instance, in the United States Senate, we have 100 men and women who take their own health very seriously. However, many of these same Senators—legislatively speaking—are not tuned in to health promotion issues.

They do not understand the magnitude of the obesity epidemic confronting our country and many are not convinced that the federal government should take a more aggressive role in addressing this crisis.

In face, many members of Congress seem to believe that avoiding obesity and preventable disease is strictly a matter of person responsibility.

Well, we all agree that individuals should take charge of their own health. But let's be real! With 65 percent of our population overweight or obese, we face a public health crisis of the first order.

Obesity now contributes to the death of more than 400,000 Americans a year. More broadly, we face an explosion of preventable chronic diseases.

Health care costs—and the cost of health insurance—are skyrocketing. And all these things are interrelated.

So, yes, I'm all for personal responsibility. However, I also believe in government responsibility. Government has a responsibility to ensure that people have the information and tools and incentives they need to take care of their health.

In the United States, we fail to make an up-front investment in prevention so we end up spending hundreds of billions of hospitalization, treatment, and disability. This is foolish. And, clearly, it is unsustainable.”



Indiana AHPERD Leadership meets with Senator Burton. From left to right: Nikki Assmann, Senator Dan Burton, and Audrey Satterblom

Ten Ways to Improve Upper Body Strength In Children and Adolescents

Cathy Caldwell
Shamrock Springs Elementary
Westfield, IN

Many people view fitness as synonymous with physical education, but fitness is actually an integral part of comprehensive physical education instruction. Elementary school children are usually transported to school in cars or buses. They go home to electronic games and television. The advantages of technology have been accompanied by a decrease in active lifestyles, changes in families' eating habits, and less physical work for children and adults. We are seeing a decrease in physical fitness among children.

Physical fitness is the ability to carry out the day's activities without undue fatigue. It is also reflected in a person's health and the capacity of his/her heart, blood vessels, lungs, and muscles to function at optimum efficiency. The components of health-related physical fitness include body composition, cardiorespiratory endurance, flexibility, muscular strength, and muscular endurance.

Muscular strength and endurance are fitness components that seem to be less developed in our students. As educators, we should focus on improving upper body strength with children and adolescents in every physical education class and encourage them to 'workout at home'. The following are a variety of activities that can be used to achieve

this objective:

1. Shoulder Touches

Prone or supine position and touch right hand to left shoulder and left hand to right shoulder; continue alternating touches.

2. Partner Low Fives

Students face each other in the push-up position and alternately touch right hands, then left.

3. Spin Cycle

Crab position, take right hand and spin/twist to touch left hand and return the hand to the floor. Then continue with the left hand to the right. Continue alternating 'touches'.

4. Push-Ups

Challenge your students with a low number of repetitions with more frequency; for example; 3 push-ups, 5 times throughout the class period.

5. Push-Up Hockey

Students are in pairs and face each other in a push-up position at a reasonable distance apart, 6 + or - yards. A student slides one beanbag on the floor, attempting to send between the arms (goal) of the other student. This game works well as a station or on a task card.

6. Push-Up Tic Tac Toe

A 3'x 3' Tic Tac Toe board (foam board or vinyl cloth) and 10 bean bags (example: five blue and five yellow) is all you need for two students to play the game from a push-up position. This game works well as a station or on a task card.

7. Side Push-Ups

Keeping hips and bent legs on the floor, students place hands on the floor to the side of their body. A 'half push-up' is performed as arms flex and extend.

8. Pull-Up Rack

This device from Sportime is made from PVC pipe; it is



easy to assemble and is lightweight, making moving and storage easy. Students are seated on the floor for these pull-ups.

9. Fitness O Rings

These rings from Palos Sports (www.palossports.com) with cushioned grips provide an excellent resistance exercise for children. The bands come in four tensions: extra light, light, medium, and heavy. The light stretch is suitable for children in grades 1 and 2, whereas the medium is suitable for 3rd and 4th grade students.

10. Yuk-E-Medicine Balls

Sportime (www.sportime.com) has developed a medicine ball designed for elementary children! Their catalog lists weights from 1/2 to 4 1/2 lbs. Add a medicine ball to one of your stations.

Evaluation Methods

Self-Evaluation

The teacher takes two digital photos of a student's push-up: 'up' position and 'down' position. The pictures can be printed so that the student can use them for a self-evaluation. Students enjoy self-evaluation. 'Early in the year' photos compared to 'end of the year' photos provide quality feedback to evaluate student improvement (Lynn Barnes-Wallace, 2003 NASPE Southwest District Elementary Physical Education Teacher of the Year).

Peer Evaluation

Students readily accept peer evaluation. The following form can be applied to upper elementary grade students to evaluate a partner's push-ups.

Push-Up POWER!

- | | | |
|------------------------------------|-----|----|
| 1. Back is straight. | Yes | No |
| 2. Chin is close to the floor. | Yes | No |
| 3. Abdomen stays OFF of the floor. | Yes | No |
| 4. Arms bend and straighten. | Yes | No |

Push-Up Grade: Circle the grade you would give your friend. BE HONEST!

Very Good

Good

OK

Your Name _____ Date _____

Grader's Name _____



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

Name of Friend _____

Address _____

Your name (optional) _____

**Indiana AHPERD Journal, Nikki Assmann,
2301 Christy Lane, Muncie, IN 47304**

Effective Choreography...Let's Dance!

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You can't help it! You begin to sway...to jerk...to undulate uncontrollably. At first it's only your foot, but then it's in your hands and moves up your arms...now to your head. Without any warning, suddenly it invades your entire being! It has you under its spell again. A new dance is about to be born.

Hidden inside every piece of music, whether it's the latest hip-hop or your dad's favorite classical masterpiece, is the potential DNA of a new and unique dance. To the person God has gifted with the magic touch of creative choreography, music has a life all of its own. It becomes the vehicle to visually interpret what the composer or arranger may have been feeling when the song was first conceived in their soul.

The emotional fulfillment that can be realized through this creative process is well worth your time and energy. So let's take that song you've been obsessing about and give it a shot!

Listen

The first rule of thumb in creating effective choreography is to listen to that piece of music over and over and over again until you start to "see"

possibilities in your mind's eye. You'll want the finished product to be your unique visual interpretation of the music, not just a bunch of disconnected steps thrown together that "work" with a particular beat. If you're stumped, invite a like-minded friend over to join you in this adventure. (Sometimes it helps to have a partner to try different moves with). Want more fun? Invite a small group of people to a choreography "party"!

Type

Next, decide what type of dance would best interpret this music—jazz, funk, hip-hop, modern, lyrical, character, clogging, or ballet. Does it suggest the use of any props such as ribbon streamers, hula-hoops, scarves, flags, hats, parachute, jump ropes, or pom-poms?

Outline

Outlining is an invaluable tool in creating effective choreography. As you listen to your selected music, break it down on paper into an "outline" format, much as you would take notes for a test while reading a chapter of history. Every song can be broken down into its basic components as follows:

1. Introduction (Usually an instrumental beginning of some sort before the actual lyrics or main theme is initiated)
2. First Verse
3. Chorus (Section of the music that is repeated several times during the course of a song)
4. Second Verse
5. Chorus repeated
6. Bridge (Connecting section, usually completely different in feel than the rest of the song)

7. Chorus repeated
8. Ending (This might be the ending chorus with some sort of "tag" added on).

There may be variations of this structure within any particular piece of music, but most songs are written in a similar format. As you practice outlining different music selections, you'll find it comes easier to hear all of the changes as they occur.

Repetition

How will this technique help you? For one thing, it will naturally show you when it's appropriate to repeat the same series of moves. For example, when a chorus repeats, your dance steps can repeat. This gives your routine a sense of coherency which is invaluable to your students and makes sense to your audience. My colleagues and I have a standing rule when choreographing a piece of music for a group: "Repetition is our friend!"

Formation Changes

Outlining your routine will also show you when to change formations, another element of effective choreography. Formation changes throughout your routine keep it entertaining and exciting for the spectator, creating maximum visual interest without adding a lot of difficulty.

First, decide what kind of formation you want your group to start in and then where you want them to end up by the time the first verse or chorus begins. For example, you might want your students to begin facing each other in a tight circle-formation and end up in three staggered lines.

Chart these formations out using an "X" or designated number for students to show where they start and where they'll end up. In this manner you can actually chart the course of each student as the dance progresses, mapping out the shortest route for them to take in order to hit their next spot.

Count to Eight

Now that you have your basic outline done, count to eight! That's right! Every piece of music is broken down into measures that are a result of the time signature on any given piece of music. Many songs have four beats to a measure, and for dance purposes, we combine two measures, hence the eight counts. (I always tell beginning students that if they can count to eight, they can dance!)

You'll actually want to teach your dance by these counts to insure uniformity of movement. Some music is written with differing time signatures of course. For example, a waltz would be in 3/4 time, so you would count three beats to a measure, but for our purposes here, we will assume a 4/4 time.

Fill in your outline as you create your dance. For

example, if the chorus is eight 8's long (which is pretty standard), you'll have eight moves listed numerically under that section of your outline.

I usually give various steps nicknames to help myself and my students remember what's coming next (i.e., run with "bicycle arms" is pretty self-explanatory).

If your song has lyrics, it can also prove helpful to write in the first few words of lines in appropriate places. If it is strictly an instrumental piece, jot down qualifying terms to help you remember a certain section of music (i.e., lively piccolo section, cymbal crash).

Specialty or Power Moves

As you are listening to your music, there will be places that will stand out as appropriate for many specialty or "power moves" like a toe touch or a leap. Listen for these places, as these "WOW" moves will again create a high level of spectator pleasure and add visual excitement to your routine. For example, does a certain section of the music suggest a ripple or contagion? Does another section call out for some kind of jump or turn?

Sometimes the lyrics themselves "tell you" what to do. For example, in the song *Spinning Around* by popular young teen artists, *Jump 5*, the very words "spinning around" definitely construe a mental image in my mind every time they're sung. What are the various ways we might "spin"? (pirouettes, 3 point turns, holding hands to chassé in a circle, are just a few possibilities). Write your ideas down in the appropriate places on your outline to incorporate when you actually begin physically choreographing.

Ability Level

As you begin to choreograph, keep in mind the ability level of your students. Remember clean, crisp moves done exactly together are more effective than harder moves done poorly by people who can't achieve the step.

If you want to use a more difficult move and know that all of your dancers can't do it at this point, then let only those performers who can execute it correctly do it while others "freeze" in place or do something complimentary. This effective choreography technique is called "layering". For example, while some execute a "toe touch", others could drop to the ground in a tight "bug" position.

Check List

O.K.! You have the hard part over with. You've listened to the piece over and over again, deciding what type of dance it should be and if you want to use any kind of visual props. You've broken your music down into outline form. You've figured out

your formations, how and when to hit them. You've determined where you'll incorporate any "power moves" and if you'll need to do any "layering".

Start Moving

Now comes the "fun" part you've been waiting for. Start moving! Play the music and just let it "speak to you" as you now experiment with various steps.

Make sure that each step flows easily into the next step. If you struggle getting into the next move, so will your students. Always begin each step on the same foot. This helps your students to learn easier and keeps your "flow" smooth.

Because my background is marching band oriented, which has a strong military influence, I usually begin each dance step on my left foot. Others, with a purely classical dance background, prefer always beginning on the right foot. It really makes no difference as long as you are consistent.

Finale

Now you're winding down to the finale. You want this part of your routine to scream, "Finished"! "Mission accomplished"! Your chosen ending will leave a lasting impression on your audience.

As you listen to the final section of your music, visualize how you want your dancers to end. For example, a tight "cluster-pose" might be effective, a sudden "drop" to the ground, or a "pyramid formation" with people at different levels. What is the music saying to you?

Congratulations! You did it! Your masterpiece, with the unique stamp of your creative genius, is done. You may decide on some minor changes as you actually work through teaching and perfecting your dance. Allow it to grow and mature, just as you would any newborn baby, until it has fully developed into what you envisioned when you first embarked on this journey to effective choreography.

SPINNING AROUND

By Jump 5

(Choreographed for 12)

X X X X X X

X X X X X X

A. INTRODUCTION (Begin in 2 staggered lines facing each other, squatted down in "bug" position)

1. 4 raps (hold ct. 1, on 2 back line jumps up, 3 front line up, all hold 4).
2. All forward roll through each other taking 8 cts. Hit standing in strong "X" position on ct. 1 of next 8. "You keep me spinning around."
3. Twist feet (beginning left) on 1, on 2 bring rt. arm down, left arm down on 3, "peek-a-boo" 4, hands

to hips 5, to abdomen on 6, punch down rt. 7, left 8.

4. Repeat sequence #3 again.

5. (Contagion in three groups of four. Each group begins on their number 1, 2, or 3). Face left on 1, extend left leg behind on 2 with "Superman Arms" extended out in front, open up to back on 3, down to "bug" on 4, jump up to "X" on 5.

B. FIRST VERSE ("I was thinking about it yesterday...")

1. "Twist" while bringing left arm behind head on 1, straighten up 2, rt. arm behind 3, straight 4, punch forward crossing wrist and kicking left foot out on 5, turn to rt. front on 6, bringing hands to arm pits and left foot up, plant on 7, hold 8.
2. Run in place with arms resting on back bending over to 45% (1 and 2 and 3, Jump up 4. "Deep Twist", arms in "jazz" across middle 5-6, "layout" hands into chest on 7, open 8.
3. Down to "squat" on 1, jazz hands, now "Hinge-Swing" rt. arm open on even counts.
4. Come up holding head on both sides on "Crazy" for 4 cts.
5. "Cool-Walk" to groups of 3 on 5-6-7-8.

X X X X X X X X

X X X X

6. Hold 1-2-3-4. With back to audience, middle student executes a handstand on 5-6-7-8 (2 back students grab their legs and hold in position).
7. Hold 1-2, jump down 3-4, land 5-6, all turn forward, hands in high "V" 7-8.

C. CHORUS: ("Spinning Around...")

1. 3 point "Leap-Turn" to right 1-2-3-4, "Kissy-Knees" 5 and 6 and 7 -8 while hinging arms from elbows in jazz hands (on 8, end with left foot kicked out to "funk", head tilted rt. with hands thrown back).
2. 8 cts. "Tornado" turns 2 times around, spiraling down and up, ending arms overhead.
3. "Pistol-Walk" with elbows bent, index fingers pointing, into "Pyramid" formation. On 7-8 jump into plia position to side looking to rear.

X X

X X X X

X X X

X X

X

4. On "YOU" head-roll to front.
5. "...Cause you keep me spinning around" Back-Bend with "Choo-Choo" arms up on 1-2, down 3-4, "heel-pop" to front while circling arms overhead 5-6, again 7-8.

- 1-2 low circles, spin out and walk to 3 lines holding thighs.

X X X X X
X X
X X X X X

D. SECOND VERSE ("What we're doing here doesn't have a sequel...")

1. 3 group ripple "Pick-up" left to right, every 4 counts (Heel-Pop, "head-ache" left arm, circling rt. arm in big arches).
2. "Equilibrium" Hold knees 1-2, open up 3-4.
3. "Military" heel-slide to rt. 1-2, 3-4, 5-6.
4. Now switch directions opening up to plia, arms hinged and open-shut 7-8, 1-2, 3-4.
5. Run around in circle, switching places with partner 5 and 6 and 7 and 8.
6. Smooth step, left behind, step-kick, "cleaning" armpits 1-2-3-4. Now right 5-6-7-8.
7. "Suzy-Q" stepping up and over center with left foot 1-2, now rt. 3-4.
8. Funky "Wrap-Point" to audience with left arm wrapped around abdomen, rt. lunge, arms rested on knee, lip-sync "Cause that's the way it works."

E. CHORUS ("Spinning Around")

Repeat entire previous CHORUS section going back to "Pyramid" formation, but this time as you spin and circle out, walk to "Circle" formation instead of the three lines.

X X
X X X X
X X X
X X
X

F. BREAK "Star Circle"

1. All hands meet in the center of the circle then hit "Star" pose on ct. 1 with "Jazz" hands taking little "shuffle" baby steps around the perimeter of the circle changing your hand position as the circle rotates for 3-8's.
2. "Double-Jive" back to 3 lines executing a "Double Jump" on 7-8.

X X X X
X X X X
X X X X

3. Jump down "to bug" 1, "push-up" position on 2, in on 3, sit on 4 to 45%, "Bicycle" knees on 5-6-7, look to audience on 8.
4. "Flick" kicks in air balancing self on hands behind you, 1-2-3-4.
5. "Organ Grinder" walk around 5-6-7, jump up on "J-C", punch rt. hand up 8.

G. HIP-HOP SECTION

1. "Lasso" with rt. arm overhead 1-2, kick left foot across body while swinging arm down and across in "Figure 8" on 3-4.
2. Bend "Upside Down" 5-6, "shoulder pops" 7-8.
3. Jump in and out to plia, "Swoop" down to left and circle over to rt. on 3-4, Jump 5-6-7-8 landing in "frog jump" feet apart.
4. Arms "Chinese Jump Rope" 1 and 2 and 3 rt. hand "swipe face" across body as you kick out to rt. on 4.
5. Cross over with rt. foot and spin around down and up, hands up overhead.
6. "Knees Pop" walk moving to rt. 1-2-3-4, crossing wrist front and back, "Punch and Kick" 5 and 6, now left 7 and 8.
7. "Frog Jump" in plia position, lines going opposite directions 1-2, then "double time" back opposite direction, 3 and 4.
8. "Lunge Punches" down left, now across rt., now left 5-6-7, hold 8.
9. Pull hands up, now down to ground, now to waist 1-2-3...yell "Hey-Hey", "Funky Chicken" walking around in circle 5-6-7-8.
10. Individual "SLOW MATRIX" moving back to original two lines 8 cts.

X X X X X X
X X X X X X

11. "Cheerleader Kick" out to rt. side while swinging left arm up and down "That's the way...O.K."
12. "Funky-Wrap" pointing index finger to audience, "That's the way it is."

I. CHORUS "Spinning Around"

Ending back in "Pyramid" formation, staying here through the end.

X X
X X X X
X X X
X X
X

J. FINALE

1. "Heel Pops", circling arms overhead 8 cts.
2. 8 ct. Pyramid ripples front to back, each line going on consecutive counts. Step forward rt. with rt. arm across chest on 1, collapse into "Bug" on 2.
3. Ripple up from back, jumping up to "X" position, 1-2-3-4.
4. "Brush Hair" turn around in place, melting to final pose, kneeling, left hand resting on side of face 5-6-7-8.

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April 25-29
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Salt Lake is one of America's hottest cities. But not the way you're thinking. Recently named "America's Most Livable City" and host of the 2002 Winter Olympic games. In the meantime, there's plenty of great stuff: gorgeous scenery, interesting attractions, superb restaurants, great nightspots, and friendly people.

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The following information should be used when submitting a manuscript to the **Indiana AHPERD 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.

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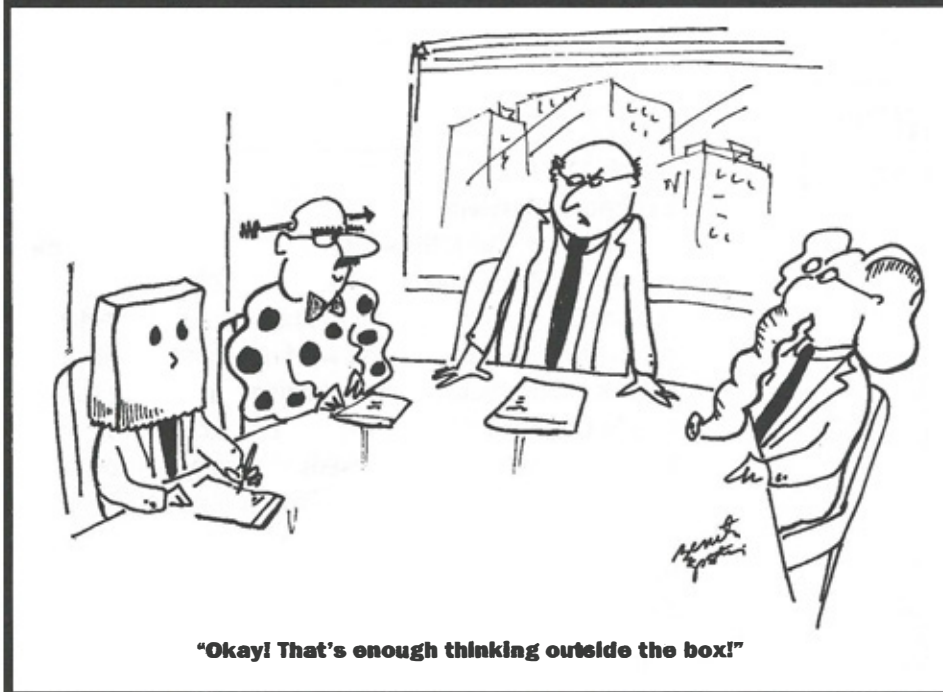
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Copies. Four (4) copies must be submitted—one original and three photostatic copies (no carbon copies or dings are acceptable).

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Humor 101



Leadership Opportunities on Councils

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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.

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