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

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Contents

Message from the President	1
<i>by Audrey Satterblom</i>	
NOTIONS From YOUR EDITOR	3
<i>by Tom Sawyer</i>	
Emotional Reactions of Indiana Physical Educators	5
<i>by Hyun-Kyoung Oh and Francis M. Kozub/Francis M. Kozub</i>	
What are Students' Perceptions Regarding Advantages and Disadvantages of Co-educational Physical Education Classes?	9
<i>by Matt Sisley</i>	
Fitness Assessment of Physical Education and Exercise Science Students: The University of Southern Indiana Experience	12
<i>by Raymond Leung, Jane Davis-Brezette, Glenna Bower, Dave Enzler, Guoyuan Huang, James Kamla, Karl Larson, and Patricia Marcum</i>	
The Role of the Paraeducator in Physical Education	16
<i>by Cindy Piletic, Ronald Davis, and Amy Aschemeier</i>	
Teaching Team Handball	22
<i>by J. Scott Stan</i>	
Physical Education for Progress (PEP) Grant — October 2004	24
<i>by Audrey Satterblom</i>	
Indiana Action: No Hoosier Children Left on Their Behinds	25
<i>by Audrey Satterblom</i>	
Childhood Obesity: Regional Leadership Speaks Out.	27
<i>by Monica Malloy</i>	
Think Snow!	31
<i>by Leslie Powell</i>	
Interdisciplinary Field Day	33
<i>by Jan Miller</i>	
Developing Student Leaders	36
<i>by Adrianne Akins</i>	
Jump Rope/Hoops for Heart: Partners for a Healthier Indiana	37
<i>by Dale Berry</i>	

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Message from the President



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TIRED OF HEARING ABOUT NO CHILD LEFT BEHIND? DO YOU THINK NO ONE CARES ABOUT YOUR PE/HEALTH CLASS? THINK AGAIN!

That was my idea four years ago as I had just been relocated to a new middle school in the Indianapolis Public Schools—IPS. The building had just been opened after being closed for five years. **None, nada, zippo equipment for PE**—unless you consider four torn-up basketballs, a broken waffle ball, and one bat “equipment” for our sixth, seventh and eighth grade students. **One gym, four teachers, 55 in each class**—I hope this does not sound familiar! These were the cards that were dealt.

I received a letter in the mail from the Department of Education (DOE) and Suzie Crouch. There was going to be a meeting to talk about the status of physical education in Indiana. They offered some free things and a chance to get out of school for a day. **Sign me up!** That was the first day of the rest of my professional life. Susan Flynn was there with some students from Purdue; Suzie offered energy and hope. The group gave us ideas, some free items and forced us to develop a plan for our school program indicating what we wanted to see accomplished. I was amazed there was someone who really cared about my profession and wanted to help us make a difference in my program.

Fast forward four years: Here I am typing away on my computer to send **YOU** a message offering hope that **YOU** can make a difference in your school. As president of IAHPERD, I want to help you move your program to the next level. It was that day that I actually wrote down some goals that I wanted to see accomplished that would make a difference for our kids. How many times have you heard, “set goals, and write them down so you can see them?” When we coach, we tell our kids to set goals, we ask about what their future plans are, **but have you written down what you want for your school?** I finally did just that and I have gotten more than I bargained for! Now I know you probably don’t work in a district as large as IPS with all the

unique characteristics of a large urban school: 80% poverty, 2000-4000 homeless kids a year, and low academic achievement. However, even with these hardships, the following are some of what is happening within IPS:

- Built a unique collaboration with many agencies in Indianapolis for wellness initiatives, i.e. hospitals, health department, professional groups, DOE
- Grant applications sent out monthly
- Fitness curriculum implemented
- After school club for students dealing with obesity
- One of 10 schools in Indiana working with American Cancer Society of Indiana and Michigan and the Department of Education from both states to implement the Coordinated School Health Program.
- Coordinated School Health Program in eight schools in IPS
- Staff wellness programs in eight schools in IPS
- Recipients of a PEP grant for \$773,000 to change IPS PE/Health program
- Connecting with PE 4 Life Institute (Naperville, Illinois) by taking a committee including school board members, parents, community partners and technology staff to view how a PE/Health program can make a difference in a school system.

I say all of this just to let you know **YOU** can do it, too. It takes setting goals and working on accomplishing them. Inch by inch, it’s a cinch! The sky is the limit! Don’t be intimidated!

Ask everyone to help! I have even invited Senator Lugar to go with us to Naperville and hope he will take up the challenge!

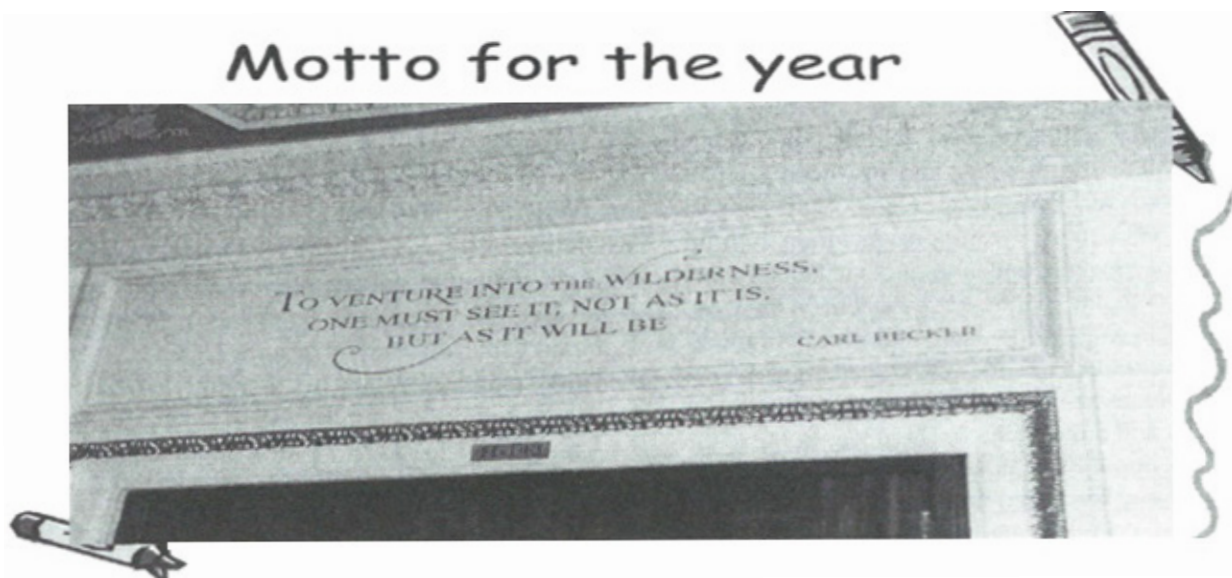
Here is what IAHPERD will do for you this year:

1. **ADVOCACY**—Help you advocate for the HPERD program in your school—check our website often for updated information. Contact Dr. Lisa Hicks, our advocacy committee chair, at lhicks@uindy.edu to do your part to help us advocate for our presentation.
2. **REGIONAL WORKSHOPS**—We will be coming to your area in spring 2005 to offer professional development in many areas. See the website under Region 3 to contact your regional coordinator.
3. **MARKETING TEAM**—We want to have corporate sponsors for IAHPERD to be able to offer you more benefits as a member. Any ideas contact Kim Duchane at kaduchane@manchester.edu. The larger our membership, the more corporations that want to be a part of us. Invite someone to join IAHPERD with you.
4. **COORDINATED SCHOOL HEALTH PROGRAM**—Offer to more schools the opportunity to learn about how to be a healthier school through the Coordinated

School Health Program—CSHP. Put the H back in HPERD. Look at the website for more information, www.doe.state.in.us/cshp

5. **GRANT RESOURCES**—Check our website for updated information on grants.
6. **IAHPERD YEARLY PLANS**—Continue to recognize our members through our awards program, offer grants to our members, and produce quality journals, newsletters and website.

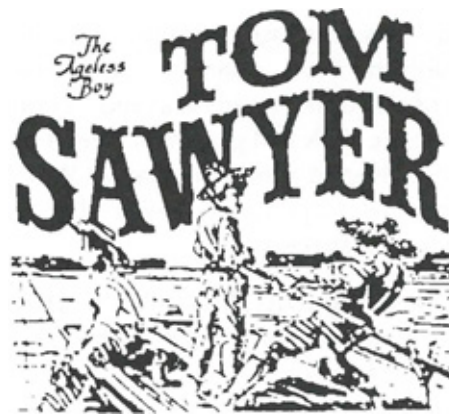
As your representative I was able to visit Washington DC this past summer to learn and share. While there, I toured the US Capitol Building and was intrigued to see quotations containing words of wisdom posted above many doorways. Seeing the one pictured below, I am determined to make this my personal motto for this year. Perhaps you would like to share it with me:



*Share Your Copy
of the Journal
with a Colleague*

NOTIONS From YOUR EDITOR...

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8 DOMAINS OF COACHING COMPETENCIES

from Coaching Education: Designing Quality Programs

Injury Prevention, Care, and Management

The welfare and safety of players is the first priority of all coaches. Everyone wants sport participation to be an injury-free experience and properly trained coaches can reduce the occurrence of injury and minimize the consequences of those that may occur. Good coaches create safe environments for practices and competitive activities and are able to provide for appropriate emergency care when needed.

Risk Management

Risk management is the role coaches play in minimizing the potential risks inherent in sport participation. Coaches can prepare for their role by knowing the scope of their responsibilities, understanding how parents and players can provide informed consent, and conveying the need for appropriate insurance.

Growth, Development, and Learning

One of the most challenging aspects of coaching is dealing with the varying individual and developmental differences of young players. Players of the same chronological age can have widely different maturity levels. Knowledge about the typical course of physical, mental, and psychosocial development is critically important to the coach's job and, therefore, a key component in coaching education.

Training, Conditioning, and Nutrition

The heart of successful athletic performance and athlete safety is proper fitness and sport conditioning. Therefore, coaches need to understand body systems and the science of conditioning for proper training of their players. One goal of sport participation is to benefit the

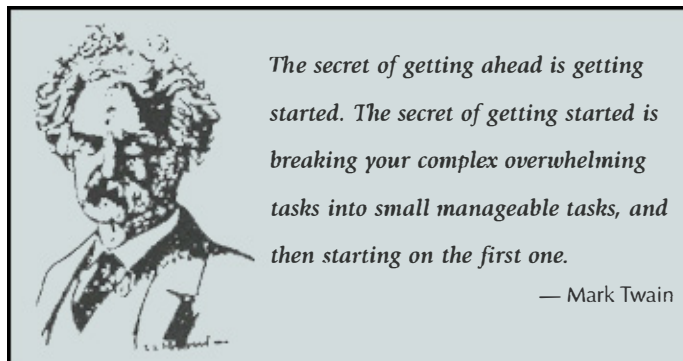
overall health of the individual, in and out of sport. A coach's proper understanding of training, conditioning, and nutrition can help players realize that benefit.

Social-Psychological Aspects of Coaching

A unique aspect of sport is how it highlights the strong tie between the social, emotional, and physical factors of human potential. Coaches play an important role in creating the right environment for nurturing both the human spirit and the spirit of competition. Good coaches understand the role of sport activities in developing a positive and confident person. They recognize the individual differences and needs of players and provide positive encouragement to maximize development of both athletic skills and sport character. Coaching education programs help coaches develop a positive coaching philosophy by identifying and encouraging leadership behaviors that will support players and the development of life skills for personal and social responsibility.

Skills, Tactics, and Strategies

Many studies show that most of us, especially young people, are motivated to participate in sport because it involves doing something that is fun. A large part of what



makes sport fun is the player's ability to participate and experience feelings of competence and mastery of the skills involved. Thus, coaches must know the tactics and strategies of their particular sport in order to teach players the basic skills and give them a functional understanding of how the sport should be played. Winning is not nearly as important to players as being able to participate with a chance of success.

Teaching and Administration

Young people will not continue to play a sport if they cannot achieve a minimal level of success or show skill improvement. Coaches who appreciate the success of their players and help them to recognize their improvements

instill a joy of participation and a positive attitude toward sport and physical activity.

Professional Preparation and Development

Continuing education opportunities for coaches may include networking with other coaches, clinics, workshops, professional organizations, college courses, and regular review of websites, periodicals, and related literature. Coaching education should increase awareness of the need for continued professional development and recommend resources for coaching, safety, sport science, and sport-specific information.

Memoriam – Bill Howarth

William "Bill" Howarth, passed away in August 2004. Bill was born in Scituate, Rhode Island. He graduated from Springfield College, MA in College 1974. While at Springfield College, Bill played freshman football as well as varsity lacrosse for three years.

During his senior year, Bill coached the goalies. Bill began his teaching career in 1974 at Eastside High School in Butler, Indiana. In the sport's arena at Eastside, Bill accepted positions of reserve football, varsity assistant football, varsity assistant track, and track coach. More important was the fact that he met his wife, Delores "Dee" A. Amstutz, at Eastside in 1976. Bill continued to teach at Eastside until 1979.

Bill became a graduate assistant at Ball State University in 1979-1980 while completing his master's degree. While at BSU, he also co-coached and played on the lacrosse club. In February 1981, Bill accepted a position with Fremont Community Schools. The position was at Fremont Elementary in physical education. At that time Bill became active in IAHPERD as a regional officer as well as presenter at regional workshops, state conferences and Department of Education workshops.

In 1992, he participated as a presenter for the national AAHPERD convention. Bill made article contributions to the Indiana AHPERD Journal. While at Fremont, Bill started the Jump Rope Club which raised several thousand dollars for the American Heart Association. In 1993 Bill became the first coach of the Fremont Invaders, a semi-pro football team. Bill was an adjunct professor at Tri-State University in Angola for 4 years, teaching elementary physical education methods.

Outside of school Bill is known for his involvement in the North Central Accreditation Teams, Performance Base Accreditation, Steuben County Community Theater, Steuben County Preservation Council, gardening, square dance calling for small groups, and a Civil War buff. Bill's family, Dee, Tyler, and Jaclyn, request that he be remembered for his quick wit, passion for teaching, laughing and having fun in life.

Dee Howarth, Bill's wife, teaches 5th and 6th grade social studies at Eastside and resides at 26 Lake Drive, Clear Lake, Fremont, IN, 46737-9573 or howarth7@earthlink.net.

Reviewed Article

Emotional Reactions of Indiana Physical Educators: Does Career Cycle Matter?

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Mike is a 14-year-old boy with autism spectrum disorder. He is practicing dribbling a basketball in physical education class. The teacher is giving feedback while Mike dribbles with his right hand. Hey, Mike you did a really good job on dribbling with right hand. The teacher now wants him to dribble with his left hand. Hey, buddy let's try left-handed dribbling. I don't think so, Mike responds to the teacher. Teacher asks again, What do you mean, I don't think so? Let's try again. Mike tries to get out of this conversation and situation by ignoring the request. Suddenly, Mike throws the basketball violently to the teacher and shouts out foul language.

Introduction

Behavior problems are the number one concern in today's classrooms in both regular and special education settings (Hester, 2002). When a child behaves in a challenging manner, as in the vignette above, teachers have a hard time putting human emotions aside and dealing effectively with diverse learners. The behavior described above does not fit into any pattern that most understand since the majority of learners are open to reasonable teacher requests. The purpose of this article is to explore how challenging behaviors effect emotional reactions in Indiana physical educators. Further, we have collected information on physical educators that classifies participants in one of eight stages believed to exist in a typical educator's career cycle. (Fessler & Christensen, 1992; Woods & Lynn, 2001). Classification of participants and other methods for data collection are described with a final section that provides recommendations on effective management strategies based upon current educational and healthcare literature.

Challenging Behavior

Challenging behavior is a "catch all" term that describes aggressive, abnormal, and, in many cases, dysfunctional acts by children that impact on their learning. Further, this term is more commonly used to describe behaviors of children with disabilities (Emerson, 2001). Two factors make exploration of challenging behavior meaningful to general physical educators. First,

the high prevalence of children with disabilities included in general classes. Second, the fact that all children at one point or another behave in challenging ways. It is the behavior that is considered harmful to other children, teachers, or learners themselves that is of real interest to educational researchers. (Kaiser & Rasminsky, 2003)

Teachers are important mediators who potentially discourage or encourage challenging behavior. In many cases, challenging behaviors are addressed by simply ignoring inappropriate behavior because some physical educators attribute student actions to disability related factors (Coward, 2000). The consensus of many researchers is that these perceptions about the nature of challenging behavior, reactions, and eventual behaviors by program leaders are inter-related and in need of further study. (Jones & Hastings, 2003; Hastings & Brown, 2002; Kozub, 2002).

Emotional Reactions

Emotional reactions refer to happiness, fear, anger, and a host of other strong feelings by educators. These strong feelings are believed predictors of teacher behavior towards children with disabilities (Cacioppo & Gardner, 1999). Although this has not been specifically studied in physical educators, researchers have found that caregivers and group home staff do behave in both negative and positive ways depending on the cognitive reactions to client challenging behavior (Hastings, Tombs, Monzani, & Boulton, 2003; Mitchell & Hastings, 1998). These findings and common sense reasoning about human behavior make

it highly likely that dynamic cause and effect relationships exist in educational settings where teachers who experience emotional reactions are then later forced to interact with children who behave in challenging ways. (Mitchell & Hastings, 1998)

Career Cycle

Career cycle is an interesting occurrence first described in the early 1970's where it is believed that teachers follow a consistent cycle of career stages (Fessler & Christensen, 1992). This initial research was followed up by Woods and Lynn (2001) to include eight stages found to exist in physical education, including: a) pre-service stage—defined as a teacher preparation period at college or university, b) induction—a stage during the first few years where teachers become familiar with the profession, school, and community, c) competency building—teachers are willing to attend workshops and conferences to improve their skills by using new materials, methods, and strategies, d) enthusiastic/ growing—teachers show a high level of self-confidence, enthusiasm and job satisfaction, e) career frustration—teachers face frustration, disillusionment, and burn-out with teaching during this stage, f) career stability—teachers are at a stable position in their career, but stagnant because of lack of motivation, g) career wind-down—teachers are preparing their retirement in this stage, h) career exit—teachers are retiring and leaving from their teaching positions (Fessler & Christensen, 1992). The cycle described in this model is unrelated to age or length of time in teaching. Stage in the cycle can also be affected by personal environment (family, individual disposition, cumulative life experiences, etc.) and organizational environment (professional organization, union, social expectations, etc.) (Fessler & Christensen, 1992)

An important link between emotional reaction and career cycle is that during the growing stage it would be highly likely that negative emotions and ineffective dealing with challenging behavior may contribute to later frustration and exit stages. This would help explain many factors believed to contribute to teacher ineffectiveness and even factors related to teacher burn out. However, to study these relationships it is important to first explore and describe how emotional reaction may vary in a cross sectional group of physical educators. For this reason, the purpose of this study was to explore a wide cross section of Indiana physical educators and their emotional reaction toward learners with challenging behavior. The following research questions were studied. What is the current status of emotional reactions by Indiana physical educators? Does a physical educator's emotional reaction change depending on his or her career cycle? In addition, what role does gender play in predict emotional reactions?

Method

Participants

One hundred and thirty nine physical educators (35

males and 104 females; mean age = 43.20 years, SD = 8.88; range = 47 years) in the state of Indiana participated in this study. Demographic information included: 42% percent of participants were identified as a physical education teacher/coach, 27% were physical educator/health educator. 50% of participants work at elementary schools, and 37 % of participants work at junior high/high school. Sampling methods included recruiting 67 teachers from an annual Physical Educator Summer Institute and 72 teachers from mailing out questionnaires to additional past conference participants. This included general physical educators, adapted physical educators, and dual health/physical education teachers.

Emotional Reaction to Challenging Behavior Scale

Participants were all asked to watch a one minute video clip showing challenging behavior by an adolescent with a disability. Having respondents watch the same video clip provides a reference point for challenging behavior. In this study, we used an adolescent male refusing to comply with teacher directions and accompanying aggressive behavior during a basketball lesson. The use of a similar stimulus response is consistent with the procedures used by the authors of the Emotional Reaction to Challenging Behavior Scale. (Jones & Hastings, 2003) This 23 item scale was divided into 2 different emotional reactions that include negative emotional reaction (feelings of depression/anger and fear/anxiety) and positive emotional reaction (feelings of confident/relaxed and cheerful/excited). Participants were asked to rate, using a 4 point scale of frequency (rating scale, never = 0, infrequently = 1, frequently = 2, and very frequently = 3). Previous research showed good internal consistency and reliability estimates for this scale (Jones & Hastings, 2003; Mitchell & Hastings, 1998). The internal consistency from the current Indiana physical educators included alpha coefficients that also supported reliability for this measure (positive = .89, fear/anxiety = .65, depression/anger = .82).

Teacher Career Cycle Inventory

The self-assessment of career stages questionnaire was used to determine teacher career cycle for participants (Fessler & Christensen, 1992, p. 262). This inventory included summary statements of the 8 different career stages so that most teachers can easily identify their present career stage. Participants were asked to read all career cycle descriptions and check one stage that best represents where they presently are in their careers. An example of career cycle description is:

This period is characterized by frustration and disillusionment with teaching. Job satisfaction is waning, and teachers begin to question why they are doing this work. Much of what is described as teacher burnout in the literature occurs in this stage. (Fessler & Christensen, 1992, p. 263)

Results and Discussion

Paired-samples statistics were used to determine differences in emotional reactions by Indiana physical educators. Among the three emotional reactions, the mean score of positive emotional reactions ($M = 1.35$, $SD = .68$) was higher than other types of emotional reactions (fear/anxiety: $M = .69$, $SD = .38$, depression/anger: $M = .99$, $SD = .51$). Paired-samples t-test supported that positive emotional reaction was significantly higher than both fear/anxiety and depression/anger. Positive emotional reaction and fear/anxiety emotional reaction were $t(138) = 8.78$, $p < .001$ and positive emotional reaction and depression/anger $t(138) = 4.18$, $p < .001$.

Indiana physical educators had more positive emotional reactions toward learners' challenging behavior than negative emotional reactions. Although no significant relationships between career cycle and three emotional reactions were reported, emotional reaction scores represented how different emotional reactions varied throughout the teacher career stages (Figure 1). Further, gender specific analysis of the relationship between emotional reactions and career cycle in males resulted in no significant relationships between teachers' career cycle and emotional reactions. However for females, career cycle resulted a positive relationship to depression and anger reactions ($r_s = .21$, $p < .05$). Female teachers were more sensitive in negative emotional reaction as career cycle progressed to the later stages. Kring and Gordon (1998) support this by finding that women are more expressive of all emotions, especially sadness, disgust, and fear than men. In Indiana physical educators, this is of considerable importance given the higher representation of female teachers in the current sample. More study is needed to determine how this relationship and the negative emotions that prevailed later in the career stages for women may impact on teacher behavior.

The most important finding from the present study was that Indiana physical educators expressed positive emotional reactions toward challenging behavior. This result was different from previous research that challenging behavior was generally associated with negative emotions. (Hastings & Brown, 2002) Moreover, Mitchell and Hastings (1998) found that male staff members scored significantly higher than female in depression/anger emotional reaction; however, in our study, female teachers were having more negative emotional reactions than male. No statistical difference was found between teacher career cycle and emotional reaction; however, teachers who were in competency building and enthusiastic growing career cycle showed the lowest negative emotional reaction among the other career stages. More importantly, the highest negative emotional reaction was reported by teachers who were in career frustration and induction stages. (Figure 1)

Recommendations

To improve and/or maintain teacher's positive

emotion, continuing in-service training program is one recommendation. Further, some related literature was examined to help educators deal effectively with challenging behavior in learners. These include the following:

1. Teachers should avoid power struggle in their class room. Teachers sometimes think that they need to control all student behavior. However, behavior in many cases is an indicator of needs not being met in learners and therefore problem solving solutions and prioritizing issues may help create more positive relation. In addition, it is recommended that teachers avoid situations where challenging behavior escalates. Using aggressive means and exercising power over learners may have an immediate effect, but result in long term negative outcomes on the learning environment. (Kozub & Kozub, 2004)
2. Teachers faced with severe challenging behavior are recommended to learn about functional behavior assessment principles. Functional behavior assessment is a great resource that helps teachers understand the root cause of behavior problems. (Kaiser & Rasminsky, 2003)
3. Maintaining consistency is an important skill to teach students with challenging behaviors. Learners who behave in challenging ways in many situations respond to changes in routines. Maintain consistency in daily instruction and also responses to challenging behaviors. For example, set your physical education class basic format such as warm-up, instruction, play, and cool-down. (Kozub & Kozub, 2004)
4. Finally, a team approach may be beneficial. Physical educators are rarely the only person dealing with a particular learner who is behaving in a challenging way. Collaborative efforts, such as IEP team meetings are important to understand individual student needs and environmental challenges related to different aspects of a child's school day. Communicate with other teachers, set common goals, exchange resources, and gain support from parents to develop alleviate negative emotional reactions. (Kaiser & Rasminsky, 2003; Kozub & Kozub, 2004)

Summary

Physical educators like other teachers need support in the form of resources and training aimed at addressing this issue of challenging learner behavior. A lack of support coupled with the rise in challenging behavior make it likely that teachers at all levels of career cycle will experience negative emotional reactions. This in turn may contribute to early entry into the stage of career frustration. The end result is teachers responding poorly to learner needs.

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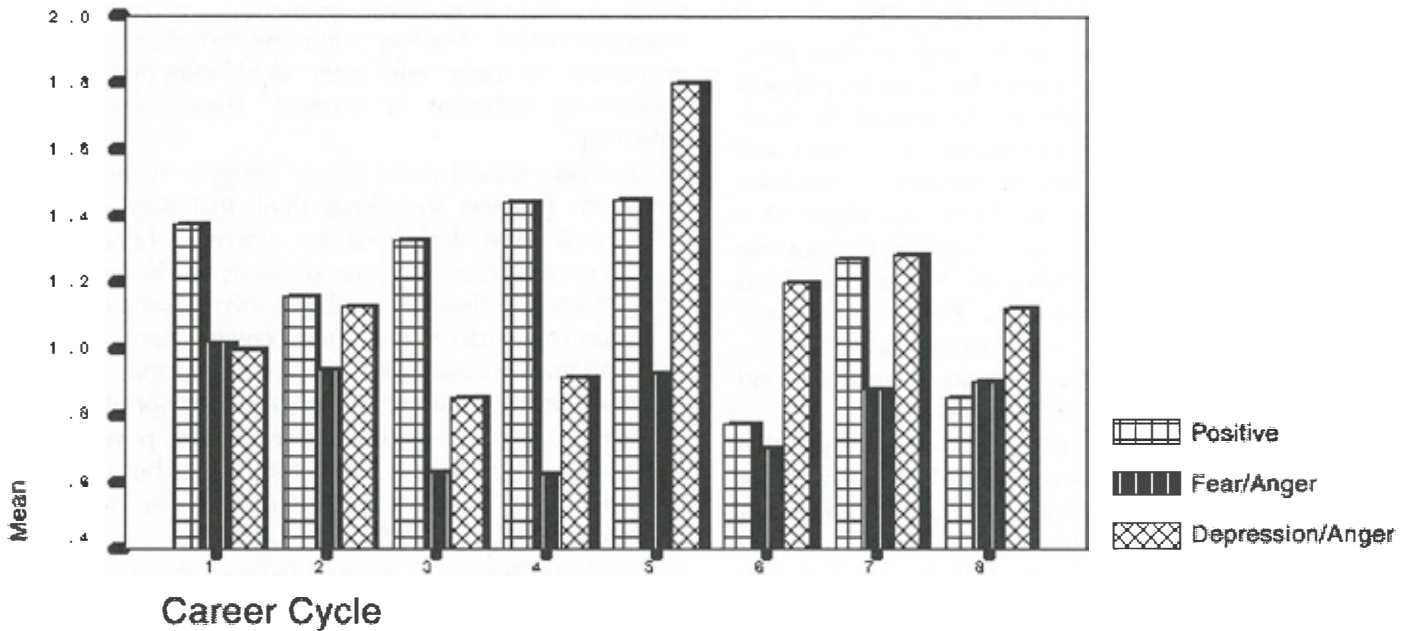


Figure 1. Mean emotional reactions by Indiana physical educators at different career cycle stages (n = 139).

- | | | |
|-------------------------|--------------------------|---------------------|
| 1 - Preservice | 4 - Enthusiastic Growing | 7 - Wind Down |
| 2 - Induction | 5 - Career Frustration | 8 - Exit Profession |
| 3 - Competency Building | 6 - Stability | |

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Students
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Reviewed Article

What are Students' Perceptions Regarding Advantages and Disadvantages of Coeducational Physical Education Classes?

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Seven years of teaching physical education has provided me with two very different perspectives: (a) an urban setting with non-coeducational program delivery and (b) a rural community with coeducational experiences. After observing students in both atmospheres, both positive and negative attributes were noticed. However, student views of both programs were not noted. Which better serves the needs of high school students?

To answer this question research was conducted at a rural school in Southern Indiana. The school resides in a small town that consists of mainly farms and factories which provide the livelihood of the area. The town is extremely supportive of its one high school and its numerous community events revolve around the school. The school population consists of 350 students in grades nine through twelve. The building is unique in that it houses the seventh and eighth grade students as well as the high school students.

The high school physical education department currently consists of one male and one female instructor who team-teach coed classes. In order to conduct research to answer the above question, the two instructors worked together to reorganize the program for four weeks. Prior to the study, 20 students took a pre-questionnaire with questions relating to their favorite activities, participation in a coed and non-coed environment, and the likes and dislikes about physical education. The class was then divided into two sections to participate in a four-week volleyball unit. During week one, the male teacher taught and directed volleyball skills and game play to the male students. The female instructor did the same with the female students. During the second week the male teacher instructed the females and the female teacher instructed the males. Weeks three and four found students divided into two coed groups that were taught by one of the instructors. Both instructors kept detailed field notes of how the unit progressed. Upon the conclusion of the unit, the same 20 students were given a post-questionnaire consisting of different but related questions concerning their thoughts on this reorganization of the class.

When starting the volleyball unit, 20 students were pre-selected by the instructors as a cross longitudinal representation of the class. The instructors chose five female non-athletes, five female athletes, five male non-athletes and five male athletes. These students were asked to answer nine questions concerning their opinions and attitudes about physical education in both coed and non-coed settings.

Results of the pre-questionnaire are interesting. All of the females stated they liked the coed setting because it was more competitive and they were able to socialize with males. Ninety percent of the males stated they also liked the coed setting because they could socialize with members of the opposite sex. This coincides with research done by Osborne, Bauer & Sutliff, 2002 that found some of the likes of coed physical education was the ability to interact with members of the opposite sex. Another theme that stood out was that 80% of those surveyed stated their favorite coed unit was volleyball. The students thought volleyball was a sport that equaled the playing field as far as skills and strengths were concerned and that it was a sport both could play and have fun doing. The majority of females chose volleyball as their favorite unit in physical education. The female athletes also chose hockey and table tennis as well. The non-athletic females chose softball and table tennis. The male athletes favorite sports were basketball, volleyball, and a variety of other activities. The male non-athletes chose volleyball and basketball.

The last noticeable theme when examining the responses from the pre-questionnaire was that the females replied that they would not be as self-conscious around females and it would be safer when participating in contact sports if the classes were non-coed. The males on the other hand commented that they could play more physical and not worry about hurting the females when playing sports such as football, basketball, and floor hockey. This idea was also seen in research done by Osborne, Bauer, & Sutliff. (2002) They noted that some coed units the males felt the need to hold back when playing with girls. The athletic males also commented that the competition level would be higher to promote

more physical fitness in a non-coed environment. The non-athletic males also agreed with this but not to such a high degree when it came to physical fitness.

Once the pre-questionnaire was completed week one activities began with the male teacher instructing the males and the female teacher instructing the females. Both classes followed the same lesson plan during the volleyball unit to promote consistency. The instructors kept performance based standards each day. The instructors evaluated the students using a five-point rubric in two different areas. The students were evaluated on first their level of involvement and second on being on task. A rating of five was the highest a student could achieve while one was the lowest. During week one, both groups worked on passing the volleyball through various drills for three days with two days of game play.

The all female class involvement level was mostly high for week one with the average of 4.6. The average for being on task was 5.0. The girls were attentive during instruction and encouraged each other while participating in drills and activities. The girls were also noted for cheering each other on during competitions. This followed the notion that females place more importance on relationships and being with friends while their male counterparts put a greater importance on winning (Dubois, 1990). As the week went on, the girls were eager to get started and began to warm-up using drills taught earlier in the week. One of the girls asked the teacher, "When are the boys coming back to class?"

During week one, the female instructor split the classes into ability levels for a change of pace and to help lower skilled girls succeed in the drill work. When the game started, mixed teams of females were formed and one of the female athletes became discouraged during game play with the non-athletes ability to pass the ball accurately. This theme developed and non-athletic females showed hesitation to play with their teams.

Week one with the boys followed the same lesson plans. The level of involvement was lower during drills because of the males' lack of expertise when passing. It did rise during game play at the end of the week. The level of involvement was averaged at 4. As far as on task, the males were also lower with an average of 4. During the first two days, the boys were trying to learn but were aggravated that their skill level was not as high as they expected it to be when completing passing drills.

The third day of week one with the males had average participation with a lot of standing and inactivity. This could have been due to three days of drills and skills with out competition or game play. The end of the week games were played with mixed skill level teams. The skill levels improved for both athletic and non-athletic males. The non-athletes, at times, were uncomfortable with the rules and techniques. They complained about calls such as carries and net violations.

During week two, the male teacher instructed the girls and the female teacher instructed the boys. Both classes worked on setting for three days and game play for days four and five. The level of involvement of the females for week two was an average of 4.8 and the on task level was 4.6. The females were better listeners and participated well in the drills. The females also enjoyed

each other while doing the drills by socializing, laughing and having fun. One female student did ask, "When are the boy's coming back to class?" This was the second time the females inquired about the males returning to class with them. During game play, the females were divided into teams according to ability level. The better skilled females displayed good teamwork and played hard. The lower skilled females played hard but were not as serious. They also seemed to have less pressure and played at their own pace. The last day of class was shortened due to an assembly. The students were not dressed out but casual play was encouraged. Most of the athletic females played while most non-athletic females chose to read a book or study.

Week 2

Males had an involvement level of 4.6 and an on task level of 4.6 as well. The mood was quiet and focused on setting drills and techniques. The males worked well in their groups while participating in drills. The males seemed to try harder when encouraged by the female instructor, although the lower skilled males were not enjoying class as much as the higher skilled males. During game play, the teams were divided into freshman versus sophomores to promote a spirited competitive class. Most of the males were trying and cheering each other on. It was noted that a few of the lower skilled boys did not take part in the cheering. The males were trying to use proper techniques although it was difficult. The last day of game play the male teams were mixed with different ability levels. Not all of the males stayed on task. This could have been due to lack of interest within teammates.

Week3

During week three, the male teacher instructed a group of coed students chosen previously before the unit began. The female teacher also instructed a group of previously chosen coed students. The level of involvement for both groups was 4.0 and a 4.2 for being on task. The lesson consisted of spiking for the first three days. The classes were held in the same gymnasium due to scheduling conflicts with another facility. In the coed groups, the males and athletic females were excited about spiking the ball. The non-athletic females and males were unable to really spike the ball during drills but the majority tried to use the techniques taught by the instructors. Notes from the instructors state that there was a lot of social interaction taking place between females and males.

The students were divided into equal coed teams for the two days of game play. The attitudes and energy levels were lower during these two days. The instructors felt that this was because they made the coed teams at random. (Therefore, athletes and friends were not together.) This seemed to dampen the class atmosphere. The students weren't as motivated and it showed in their participation and effort. Overall, the class seemed to be glad that the females and males were back together, but the participation and effort level was lagging compared to the previous weeks.

Week 4 and 5

The fourth and final week was conducted as coed classes. Ability levels divided the classes because the

instructors allowed the students to pick teams. Once the teams were chosen, the instructors noted they appeared to be chosen by skill level. The level of involvement was 5 and level of on task behavior was 4.8. The first three days of instruction focused on the skill of serving. Both groups of coed students were attentive during instruction. The classes played a skill game involving trying to hit a target as one of their serving drills. Both classes stayed actively involved. However on the final two days of game play, a big change occurred. Both coed groups became more involved. They were cheering and more on task than they had been earlier in the week when completing drills. The higher skilled students had a more intense feel during game play. They attempted to pass, set and spike more often than the lesser skilled students. Most of the athletes were on the more serious teams. The involvement was high on the highly skilled court but not as high on the lower skilled court. Some of the students who were moved to the lower court were not pleased but did fit in better and were able to succeed in this environment. The serious more skilled team was oblivious to what was happening on the other court.

Once the four-week unit was complete, a post questionnaire was given to the 20 students to see if their views and attitudes had changed through the course of the same study.

Post-Test

One theme that seemed to arise from the post questionnaire was the benefits of playing coed. The females stated that it seemed to be more competitive in a coed atmosphere. One female non-athlete stated it made for better games and that the females actually tried harder when the males were around. The males stated that some positives were that the females were better at volleyball and equaled the playing field. Three males also stated that they learned from the females while participating in drills and games.

Another item from the post questionnaire that surprised the instructors was that both females and males liked playing on equally skilled coed teams better than non-coed teams. Most females and males agreed that it made the games more competitive or more relaxed. They also felt that it put less pressure on the lower skilled students. Therefore, lower skilled students were able to relax and participate to a greater degree than in games that consisted of basically higher-level participants.

While the students had many positive comments of the unit there were a few negative comments while playing coed. The athletic females complained of the boys' lack of knowledge and rules of the game. The overriding theme for the females was that the males put too much pressure on the females to perform at a certain level. This theme of males putting too much pressure on females during physical education was documented in research done by Osborne, Bauer, & Sutliff, 2002. The females were also displeased because they felt the males didn't abide by all the rules. This also was followed up by the immature actions and the obnoxious behavior displayed at times by the males.

The male group had fewer complaints than the females about coed play. However, they were displeased

because they felt that not all the females played hard. When the four-week study was concluded, the instructors met to discuss their observations and findings. When discussing the teaching of skills, the instructors didn't feel there was any significance to whether the groups were coed or non-coed. The only exception to this was that the females tended to cheer each other on more than the males did when attempting to learn a skill. However, both females and males seemed intent on learning the specific skills that were being taught.

One interesting finding that the instructors noted was that the students, both male and females, would divide into groups that were their own skill level so they remained comfortable even if they were unable to do the skills. Research by Solmon, Lee, Belcher, Harrison, & Wells, 2003 found that females felt they could learn the skills of the high intensity sports in isolation because the skills were simple but due to the aggressive nature of the games they felt the sport was not for them. The field notes also revealed that non-athletic females were more hesitant if put with males than were athletic females. The instructors felt that the reasons for this were clear.

The instructors discussed the issue of how comfortable students felt when participating in physical education at length. They noted that there appeared to be a larger level of anxiety when the students were playing games rather than simply learning skills.

Contrary to what most professionals say in the physical education field, it seemed that in this study grouping the students by skill and ability level seemed to work the best for the lower skilled students because they felt more comfortable and strived to succeed. Also, the more athletic students enjoyed being together and didn't seem to mind playing coed or non-coed as long as they were with those peers who were of a similar skill level.

While the instructors were attempting to determine whether coed or non-coed physical education worked best for their students, their research also led them to find that students regardless of coed or non-coed classes enjoy playing with other individuals of a similar skill level. When playing with students of similar skill levels, participants feel more comfortable and confident which then leads to more active involvement and participation in the task at hand. Increased involvement thus leads to greater increase in physical fitness and enjoyment—Standard 7 of the Indiana Department of Education—Physical Education Academic Standards.

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Reviewed Article

Fitness Assessment of Physical Education and Exercise Science Students: The University of Southern Indiana Experience

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Abstract

The purpose of the present study was to measure the fitness levels of undergraduate physical education and exercise science major students of the University of Southern Indiana. The fitness components included cardiorespiratory endurance, flexibility, body composition, muscular strength, and muscular endurance. A total of 120 students (50 females and 70 males) were evaluated by the following tests: 1.5-mile run, sit-and-reach, body mass index, grip strength, push-ups, and partial curl-ups. Results indicated that the overall rate of passing all test items was moderate (52.5%) while the passing rates for specific tests were fairly high (73.3-99.2%). Comparing the males and females on specific tests, the mean sit-and-reach score was significantly ($e < .05$) lower in the males than that of the females while the mean grip strength score was significantly ($e < .05$) higher in the males than that of the females. In percentage terms, the males showed a comparatively lower passing rate (62.9%) in the sit-and-reach test than the females (88.0%) while similar passing rates were observed in the grip strength test between males (100.0%) and females (98.0%). In conclusion, the overall fitness level for this group of students is average. The flexibility of the male students appears to be inferior to the female counterpart thereby suggesting that the males should increase stretching exercise. In addition to physiological evaluations, the physical education faculty contends that the fitness test is a useful tool to provide educational data for students' fitness improvement and to drive the development of the department's activity classes and academic programs.

Since the 1990's, the significance of physical activity and fitness have not only been recognized by physical educators but also supported by medical authorities. The Center for Disease Control and Prevention (CDC), the National Institute of Health (NIH), and the Surgeon General consistently published official statements emphasizing the importance of physical activity. (CDC, 1993, 1999; National Center for Health Statistics (NCHS), 1999; NIH, 1996; Surgeon General's Report, 1996) In 1992, the American Heart Association claimed that exercise is the magic pill for preventing cardiovascular diseases. In 1996, the American Cancer Society added physical inactivity as a risk factor for some forms of cancers. In addition, the American College of Sports Medicine (ACSM) continually provides specific guidelines for exercise testing and prescription.

Although the importance of physical activity and fitness has been scientifically and positively justified, controversies were found over whether physical education

teachers should be physically fit, whether fitness should be a criterion for graduation, and even whether fitness should be a factor in hiring physical education teachers (Hinson, 1998; Issues, 1992, 2001; Melville & Cardinal, 1997). In academic year 2004, the physical education department of the University of Southern Indiana (USI) advocated one of the departmental goals on valuing healthy living and being physically active; hence, major students should demonstrate an ability to "practice what they preach". Therefore, health-related fitness assessment was introduced as a requirement to all physical education and exercise science major students at the USI. The purpose of the study was to measure the physiological characteristics of the students as a result of the fitness assessment and the fitness performances between the males and females were compared. This study was the first major project undertaken by the physical education department of the USI to assess the health-related fitness status of its major students.

Table 1: Physical Characteristics of Participants (N=120)

	All*	Males (n=70)	Females (n=50)
Age (year)			
M	21.7	22.0	21.2
SD	3.1	3.0	3.1
Weight			
M	68.5	78.6	55.5
SD	9.8	9.8	7.8
Height (cm)			
M	174.4	180.0	167.2
SD	9.7	6.0	8.8

*All = The entire group of students

Method

Participants

A total of 133 undergraduate students (81 males and 52 females) majoring in physical education or exercise science at the USI, Evansville, IN participated in the fitness test. The University had a population of approximately 10,000 students. Among the 133 participants, 95 (71.4%) students were physical education majors and 38 (28.6%) students were exercise science majors. Students' participation and successful passing of the fitness test are requirements. Prior to testing, each student was asked to complete the Physical Activity Readiness Questionnaire (PAR-Q) (Canadian Society for Exercise Physiology, 1994) and an informed consent. Students reporting any contraindication to exercise were excluded from the fitness test.

Assessment Procedure

The fitness test battery was designed by the faculty members of the physical education department at the USI.

The faculty members were comprised of a biomechanist, exercise physiologists, and health and physical education specialists. The following five components of health-related fitness were assessed: cardiorespiratory endurance, flexibility, body composition, muscular strength, and muscular endurance. Corresponding to the above fitness components, the fitness test battery consisted of the 1.5-mile run, sit-and-reach test, body mass index (BMI), grip strength test, push-ups, and partial curl-ups (protocols adapted from ACSM, 2000; Heyward, 2002; & Nieman, 2003). All tests were conducted in the Recreation and Fitness Center, USI by trained test administrators. Students were instructed to schedule individual appointments with the Recreation and Fitness Center for testing and the physical education faculty supervised the testing. The assessment procedures adhered to the ACSM guidelines (ACSM, 2000, 2001).

Statistical Analysis

Data of the fitness tests were expressed in terms of numbers and percentages of students meeting the requirements. Passing requirements were set at the criterion-referenced average level of 50th percentile or above for the 1.5-mile run, sit-and-reach test, grip strength test, push-ups, and partial curl-ups, and BMI less than 30. Criteria were based on the standards suggested by ACSM (2000), Heyward (2002) and Nieman (2003). Independent t-tests were used to compare the differences in the group mean of each test between the male and female students. A probability level of .05 was used to indicate significance. All statistical procedures were conducted using the SPSS 9.0 for Windows. (SPSS, 1998)

Results

Among the 133 participants, 13 students did not complete the entire test battery and were excluded from the study. The physical characteristics of the eligible students are presented in Table 1. The results of each test item were expressed in mean standard deviation and the data for males and females were compared. The descriptive

Table 2: Descriptive Statistics of the Fitness Assessment Results

	All (N=120)	Males (n=70)	Females (n=50)	Significance
1.5-mile Run, s	692.2±184.9	674.9±161.8	719.6±215.2	ns ^a
Sit-and-reach, cm	34.1 ± 6.2	30.7 ± 5.6	38.7 ± 5.3	<.05 ^b
BMI*,kg/m ²	24.8 ±4.3	25.9 ±4.6	23.1 ±3.0	ns
Grip Strength, kg	40.6 ±10.9	50.6 ± 8.4	28.1 ±5.8	< .05
Push-ups	36.8 ±29.1	39.2 ±36.1	32.9 ±10.5	ns
Partial Curl-ups	56.9 ±17.8	54.6 ±17.4	60.3 ±18.0	ns

* All = The entire group of students; BMI = Body mass index = body mass / body height²

^a ns =, no significant difference between males and females

^b < .05 = significantly different between males and females

statistics of the fitness test results are presented in Table 2. Comparing males and females, the males had a significantly ($D < .05$) lower mean sit-and-reach score than that of the females while the males had a significantly ($p < .05$) higher mean grip strength score than that of the females. The fitness results were further organized into the numbers and percentages of students meeting the requirements (Table 3). Overall, the students passed all tests at a rate of 52.5% ($n = 63$), in which 38.6% ($n = 27$) of males and 72.0% ($n = 36$) of females passed all tests. For specific tests, the female students passed each test at a fairly high rate ($\geq 86.0\%$) while the male students passed the grip strength test, push-ups, and curl-ups at high rates ($\geq 88.6\%$) but passed the 1.5-mile run, sit-and-reach test, and BMI at relatively lower rates ($\leq 75.7\%$).

Discussion

The objective of the present study was to measure the physiological characteristics of undergraduate physical education and exercise science major students at the USI. The physiological parameters included cardiorespiratory endurance (1.5-mile run), flexibility (sit-and-reach test), body composition (BMI), muscular strength (grip strength test), and muscular endurance (push-ups and partial curl-ups). Results indicated that the overall passing rate on all tests was moderate (53%), in which 39% of males and 72% of females passed all tests. Passing requirements were defined as 50th percentile or above according to national standards (ACSM, 2000; Heyward, 2002; Nieman, 2003).

The overall passing rate in the male students was low (39%); however, the result should be interpreted carefully because the BMI data might distort the result significantly. The BMI is computed as body mass / body height². The major limitation of BMI is its inability to distinguish muscle

mass from fat mass. Based on only body height and weight measures, the BMI would overestimate body fat in individuals who are muscular while underestimating body fat in people who are atrophic (Nieman, 2003). From the observation of the investigator, some male students failing the BMI tended to be muscular; hence, the BMI might overestimate their actual body fat although this conclusion might be limited by the fact that the number of individuals who were muscular have not been recorded. It is recommended that follow-up measures such as skinfold measurements or bioelectrical impedance analysis be taken to accurately estimate individual's percent body fat.

In this group of students, the female students were more physically fit than the male counterpart. For the females, higher rates of passing (86-98%) were found in individual tests. However, for the males, lower passing rates (63-76%) in 1.5-mile run, sit-and-reach test, and BMI were evident. Particularly the sit-and-reach test, a low passing rate of 63% was observed in the males suggesting weak flexibility in the male students. It is therefore recommended that the male students increase participation in stretching exercise. Flexibility-oriented activity classes, such as yoga, might be added in curriculum to foster students' awareness of flexibility. The lower passing rate (76%) in 1.5-mile run observed in the males suggests cardiorespiratory endurance be another component of emphasis.

To conclude, the overall fitness level of this group of physical education and exercise science major students is average. The female students appear to have more balanced emphases on the five components of health-related fitness with fairly high passing rates on all tests. However, the male students seem to focus more on

Table 3: Numbers and Percentages of Students Reaching Standards^a

	All* (N=120)		Males (n=70)		Females (n=50)	
	number	percentage	number	percentage	number	percentage
1.5-mile Run	96	80.0%	53	75.7%	43	86.0%
Sit-and-Reach	88	73.3%	44	62.9%	44	88.0%
BMI*	100	83.3%	52	74.3%	48	96.0%
Grip Strength	119	99.2%	70	100.0%	49	98.0%
Push-ups	111	92.5%	62	88.6%	49	98.0%
Partial Curl-ups	110	91.7%	62	88.6%	48	96.0%

* All = The entire group of students; BMI = Body mass index

^a Standards were defined as 50th percentile or above for 1.5-mile run, sit-and-reach, push-ups, partial curl-ups (ACSM, 2000), grip strength (Heyward, 2002), and BMI < 30 (ACSM, 2000).

muscular development than flexibility and aerobic fitness as reflected by their high muscular strength and muscular endurance passing rates but low sit-and-reach and 1.5-mile run passing rates. Therefore, it is suggested that the male students increase their awareness of flexibility and cardio respiratory endurance fitness.

Practical Applications and Implications

Apart from physiological evaluations, the background of the fitness assessment is based upon the departmental mission of valuing healthy living and active lifestyle. As a result of our commitment to fitness, major students are required to take and pass the fitness test battery. From the experience of organizing this activity, the physical education faculty believes that the process and outcome of the fitness assessment are mutual-beneficial to students, faculty, and the academic program. First, the fitness data provide meaningful educational information which can positively influence students' behavioral modifications, thus promoting health-living and wellness. Second, the data allow students to identify individual strengths and weaknesses among the five fitness components thereby motivating students to improve their lifestyle. Last but not least, the fitness results provide useful information and insights to drive the evolution and development of the department's activity courses and academic programs.

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Remember
No Hoosier Children Left
on Their BEHINDS!

Reviewed Article

The Role of the Paraeducator in Physical Education

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Introduction

The role of paraeducators is changing in our education system as more and more students with disabilities are being provided service in the general education setting. Traditionally, paraeducators have been hired to assist the classroom teacher with few or no responsibilities assigned to general physical education. Paraeducators have been hired to assist the classroom teacher by implementing student behavior management plans, assisting with student assessments, helping to implement tasks associated with the individualized educational plan (IEP), or providing assistance with small and large group activities. (Doyle, 1997) Paraeducators have also provided assistance in the classroom setting in the area of personal care for students, (i.e., restroom needs or assistance during wheelchair transfers). (Giangreco, Broer, & Edelman, 2002; Giangreco & Doyle, 2002) These same responsibilities and others can and must be transferred to the physical education setting as school reform and/or inclusion appear to be here to stay.

Paraeducator Roles in Physical Education

If paraeducators are to be fully utilized in the physical education setting, then it would appear necessary for them to clearly understand what teaching and learning experiences are planned, implemented, and used to evaluate all students. In order for paraeducators to understand their role in physical education they must acquire a basic working knowledge of the following: (a) the definition of physical education, (b) the gymnasium as a learning environment, (c) teaching styles used in physical education, and (d) assessment techniques that work in the physical education setting. It is important that physical educators assist paraeducators in developing this working knowledge.

Definition of Physical Education

In order for paraeducators to fulfill a role in physical education, they should have a working definition of what

physical education is. Physical education is defined within the Individuals with Disabilities Education Act (IDEA), formerly Education of Handicapped Children Act, as:

The development of:

- Physical and motor fitness
- Fundamental motor skills and patterns
- Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

IDEA further states that the term physical education includes: special physical education, adapted physical education, movement education, and motor development. (Education of Handicapped Children, Federal Register, August 23, 1977)

Physical educators must design their goals and objectives specific for their students' needs. Such an approach creates a more individualized environment and therefore enhances the perception of physical education for students with disabilities to be more meaningful within each different school setting. As paraeducators develop an understanding of what physical education is (e.g., understanding the definition), the implementation of activities under the guidance of the physical education teacher will be more successful. It is important to recognize that there are many different components within physical education; therefore, activities will vary depending upon the component being focused on. Table 1 provides a closer look at the definition of physical education and reveals the various components of physical education.

Physical educators build their lessons, units, and curriculum keeping the definition of physical education in mind. Goals and objectives of each lesson's activities should be based on some form of assessment information, usually stemming from assessments in the areas of the definition (i.e., physical and motor fitness, fundamental motor skills, etc.) This is even more important with students with disabilities. The goals and objectives should be coming from the IEP that has been developed. It should

Table 1. Components Within Definition of Physical Education

Definition	Components Within
Physical fitness	Refers to the development of health-related fitness i.e., cardiovascular endurance, body composition, flexibility, muscular strength and muscular endurance
Motor fitness	Refers to skill-related fitness i.e., agility, balance, coordination, power, speed, and reaction time
Fundamental patterns	Divided into locomotor patterns i.e., walk, run, leap, jump, hop, gallop, slide, skip and manipulative patterns i.e., throw, catch, strike, kick, bounce
Skills in Aquatics	Involves swimming using various strokes, water exercise, or hydrotherapy goals i.e., increasing range of motion
Skills in Dance and Rhythms	Involves repeating an action or movement with regularity and in time to a particular pattern
Individual Games	Sports with no more than one or two players i.e, archery, badminton, golf, tennis
Team sports	Sports with more than three players per side i.e., basketball, baseball, football, rugby

be every physical educator's desire to address specific goals and objectives through their unit activities. Table 2 provides an example of linking the two of components of the definition of physical education with activity units, then identifying activity goals/objectives within the units.

Physical Education Learning Environment

Block (2000) suggests that paraeducator responsibilities in the general education classroom are easily transferable to the physical education class. For example, a paraeducator may assist with individualized instruction in a general classroom. In a physical education class, the paraeducator could take that to mean that their responsibility is to assist by using prompting cues specific for a particular student or helping with equipment modification to help meet the student's needs.

Paraeducators must realize that their role in a physical education class will require them to adjust to differences in environment from the classroom to the gym including: larger teaching/learning environments, larger pieces of equipment, more transitions to and from the classroom setting as well as within the gymnasium setting, and lots more movement and noise. In order to better prepare the paraeducator's encounter with this unique environment, they should understand certain phases within a physical education class format.

Block (2002) advocates teachers, with the assistance from paraeducators, conduct an ecological inventory to help determine specific student needs within the learning

environment. An ecological inventory is considered an assessment of the student's interaction with their learning environment. The focus of this assessment practice is to gauge how the student with a disability interacts with various phases or encounters during a lesson. While assessment is not part of this section, the lesson phases utilized in this process are excellent examples of typical activities occurring within a physical education class. These phases provide opportunities for paraeducators to assist the general physical educator in furthering the student's educational experience. In addition, such an approach will identify areas where the paraeducator can provide the teacher more time to spend with the students without disabilities. Table 3 describes applications of an ecological inventory within a typical physical education class and then offers suggestions of how the paraeducator can support that environment.

Not all paraeducator's responsibilities will be directly tied to a physical activity. Other responsibilities of a paraeducator may include charting students' skills and behaviors, assisting the physical educator with instruction of the entire class, or sharing ideas with the physical educator to enhance learning opportunities. Such sharing sessions should be the result of scheduled planned meetings with the physical educator.

Teaching Styles in Physical Education

If a paraeducator is going to be successful assisting the student in a physical education setting, then that individual

Table 2. Linking Definition, Curriculum Units, Goals/Objectives in Physical Education

Definition Component	Unit	Goal	Objective	Skill
Motor Fitness	Basketball	Coordination	Eye-hand coordination	Shooting Free Throws
Physical Fitness	Soccer	CV endurance	20 minutes continuous run	Dribbling length of field

Table 3. Suggested Roles Within a Physical Education Class Using an Ecological Approach

Lesson Phases	Student Response	Paraeducator's Roles
Entering gym	Waits with classmates, moves to designated location i.e., squads or attendance lines.	Assists as needed, provides verbal cues or physical assist if student is a wheelchair user. Keeping the student focused, on task, and quiet.
Warm-up	Students perform various warm-up activities i.e., locomotor movement, flexibility, strength.	Assist movement around the gym as needed, provides assistance with range of motion.
Instruction	Teacher provides teaching objectives for the day, activity format i.e., stations and station rotation.	Help student maintain good position in class to clearly see and hear instructions; help student maintain attention. Repeat instructions as needed.
Transition to activity	Move to stations, consider logistics as needed i.e., indoors vs outdoors. Example, instruction indoors for soccer skills, then moving outdoors to conduct the activities and station rotations. Students must perform skills on grass field.	Prompting or informing a transition is going to occur. If transition involves movement outdoors, carefully planned routes need to be pre-planned with PE teacher, i.e., consider surfaces to cross, distance, and time needed.
Performing skills	Students perform skills as instructed then rotate to next station.	Assist student with proper form for skills i.e. Kick, pass in soccer, then help with relocation to next station.
Cool down and wrap up	Teacher provides feedback and might conduct brief relaxation or range of motion activity.	Make sure student maintains good position in class to see and hear clearly.
Transition back to classroom	Consider same movements and tasks necessary to transition to the activity.	Same assistance and considerations.

needs to clearly understand the physical educator's teaching style. Teachers must consider several variables when deciding on a particular teaching style, especially those teaching within an environment serving students with and without disabilities. Physical educators need to consider the individual needs of the student involved when planning the learning situation and the learning task. (Harrison, Blakemore & Buck, 2001) Paraeducators can assist with this process of choosing the teaching style by providing insights about the students with disabilities abilities. Paraeducators know the student's background, disability profiles, medication needs, behavioral issues, prompting cues, and overall ability. This information should be shared with the physical educator as both professionals plan to implement units within the curriculum while meeting the needs of the student with a disability.

Paraeducators need to also consider the fact that some students will perform differently within the physical education environment compared to the classroom

environment. Such changes in performance will have an affect on the paraeducator's expectations of the student. It is possible to see student performances enhanced merely by a change in environment. Paraeducators must be ready to accept positive change in the student's performance such as increasing attention span, eye tracking, head position, or posture control. The key for the paraeducator will be to remain open-minded and willing to accept the inherent benefits and influences that come from the student's interaction with the physical education environment. This student-environment interaction plays a key role in selection of teaching styles.

Other factors that influence the decision of which teaching style to use includes: curriculum, teacher experiences, and time available for the unit. Selection of curriculum and activities will depend on the developmental level of the students. Traditionally, students at lower levels of cognitive or psychomotor development need a more-structured approach. Challenges arise for the physical educator when a student with a disability is

chronologically older than his/her developmental level and is placed in a general physical class with typically developing students. Also, students with mobility limitations can present the need for activity modifications which will impact the teaching style and activity decisions. Paraeducators' input on student abilities is critical when considering teaching styles, but consideration of the teacher experiences is even more important.

Each teacher generally selects the style that works best for them or falls within a comfort zone based on their talents, training, and experiences. Some teachers experiment with various styles while others rely on one or two favorites. Teachers with minimal experience working with students with disabilities in general physical education will need to make informed decisions about what teaching style to use. Communication between the paraeducator and the teacher needs to occur frequently when considering how to present certain units for students with special needs. Examples of items to discuss between the paraeducator and the physical educator could include the following: student expectations, suggested activity modifications, lesson plan logistics (inside vs. outside activities), use of peer assistants, and expected responsibilities for the paraeducator during the activity. Included also within this communication should be consideration of the learning environment.

The learning environment must be established in such

a way as to provide the most learning possible. The term utilized in special education is "least restrictive environment" or LRE. The learning environment can be enhanced by the selection of the appropriate teaching style. Students, with and without disabilities, must learn within environments that offer competitive, cooperative, democratic, and other social experiences. Paraeducators can assist the physical educator in creating an appropriate learning environment by helping to modify equipment, spacing, peer group assignments, or activity logistics for students with disabilities. Creating safe, successful, satisfying, and least restrictive environments will lead to more efficient implementation of activities and address the concern of time.

The issue of time also impacts selection of teaching styles throughout the school year, especially early in the year. As the physical educator, with input from the paraeducator, learns more about the students' abilities and learning styles, more indirect teaching styles may surface. It would not be uncommon to have a physical educator move from a teacher centered approach to a student centered approach as the school year progressed. The same could occur as students without disabilities became more involved with the students with disabilities and their learning experiences in the gym. Table 4 is a brief review of several teaching styles identified by Mosston and Ashworth (1994) and Harrison, Blakemore, and Buck

Table 4. Teaching Styles Used in Physical Education

Teaching Style	Description
Command	The command style of teaching in physical education teaches the learner to complete the task accurately in a short period of time, by following the directions of the teacher. The teacher makes all of the decisions on what, where, when, and how to teach.
Practice/Task	The practice style of teaching offers students time to work individually on a specific task. Teachers have the opportunity to give individual feedback while students are practicing the skill. Students decide which task to begin with, where to go do it, when to begin and end, and how fast to work. In physical education, students are encouraged to ask questions to clarify the tasks.
Reciprocal	Students work with and offer feedback to a partner using skill criteria specified by the teacher in this style. One student performs while the other provides feedback, then they exchange roles. Students are able to practice communication skills and often learn by helping another student with the skill.
Self-Check	This style of teaching allows individual students to complete a task and check their own work. Students work individually and check their work using criteria established by their teacher. This can help to improve self-esteem for those not comfortable working in large groups.
Inclusion/Invitation	Students are given varying levels of difficulty for a particular task and they select the skill level at which they want to practice the task. After completing the task students do a self-check based on the teachers criteria, and are given the opportunity to complete the same task at a higher or lower level of difficulty.
Guided Discovery	Teachers ultimately want the student to be able to discover the concept by asking the students questions that will assist with the discovery. Teachers ask a sequence of questions without revealing the concept leading the students to their own discovery of the answer.

(2001).

Applying Paraeducators Roles with Selected Teaching Styles

This next section provides the reader with examples of how the paraeducator can assist the physical educator using selected teaching styles. The purpose of this section is to provide examples to demonstrate how to utilize the paraeducator to meet specific needs of the teacher. Remember, selection of teaching style and utilization of the paraeducator depends greatly on issues of severity of disability, the student's grade level and functional ability, class size or enrollment, and the teacher's experience working with various styles. For example, a student who would be considered higher functioning (cognitively or physically) may be more successful within a lesson using a reciprocal teaching style. On the other hand, a student considered lower functioning would make greater gains if taught using the command style approach.

Table 5 provides examples of three teaching styles, command, practice/task, and reciprocal for a basketball unit and the role of the paraeducator for each style. Consider the following situation for this example: elementary 5 grade class, 35 students without a disability (SWOD), and three students with a disability (SWD), (mild mental retardation (MM), Asperger syndrome (AS), spastic quadriplegic athtetoid cerebral palsy (CP) using a power wheelchair).

Speaking in very general terms, the student considered to mild mentally retarded (MM) might only need minimal prompting or cueing to stay on tasks to complete the activity. The paraeducator might be able to just shadow the student from station to station offering brief prompts to address time on task or skill development. The student with Asperger syndrome will likely need more attention. Here the paraeducator might have to use specific behavior management cues to keep the student on tasks. These cues

should be shared with the teacher during planning sessions. In using the practice/task teaching style with this student, it would be very important to select an appropriate starting point in the lesson. Success will be key for this student's participation in class; therefore, the paraeducator can assist by helping to place the student at the correct starting point. This teaching style will allow the physical educator time to move around the class and work with all students. It is likely the student with cerebral palsy (CP) will have limited mobility. By using reciprocal teaching, this student will be able to contribute to their non-disabled peer by watching and communicating correct or incorrect performances during a given task. The paraeducator could assist with this communication and allow the student with CP to engage more of the lesson.

In order to provide appropriate activities for students with and without disabilities in physical education, teachers must assess student performances. Results of these assessment practices should be used to establish goals and objectives addressed within specific units, and IEP's as appropriate. It would be safe to say that physical educators perform assessments in most of the areas depicted within the definition of physical education (i.e., physical and motor fitness, fundamental motor skills, and skills for individual sports, group games, rhythms).

In order to conduct these assessment practices, physical educators must address several variables that influence the implementation of a particular test. Variables to consider during testing administration might be location, amount of equipment needed, and number of students to be tested during a particular session, cues or prompts needed to convey instructions for the test, and the amount of time needed to conduct the tests. All of these considerations are compounded when attempting to test students with and without disabilities in the same educational setting. Table 6 offers suggestions of how paraeducators can assist with the assessment process.

Table 5 Paraeducator's Role by Teaching Style

Unit	Teaching Style	Student	Skill	Para Role
Basketball	Command	MM	Dribble	Prompt SWD during station work with appropriate cues for skill and behavior. Travel with student from station to station. Repeat cues during activity, seek comprehension from student.
	Practice Task	MM	Shooting	Help student select the appropriate level of task to begin with. Stay with student during station work. Allow student to remain at station as long as possible. Allow teacher to move around gym to provide feedback to SWOD.
	Reciprocal	MM	Chest Pass	Assist SWD with feedback cues for SWOD while working with small group. Provide activity modification to attempt passing, i.e. rolling ball off of lap while in WC. Assist SWD with writing or use of word board.

Table 6. Paraeducators Assistance during Assessment

Assessment Area	Component	Paraeducators Role in Assessment
	CV Endurance	Record number of laps completed on a timed distance run. Help student add or remove Heart Rate monitors if used. Assume various positions on the track to serve as a motivator or shout encouragement during test.
Physical Fitness	Muscular Endurance Muscular Strength (upper body)	Secure feet of student during curl up or sit-up testing. Position next to student for pull up or suspended arm hang to help with safety issues.
Fundamental Motor Skills	Throw, Catch, Kick Run, Jump	If distances need to be modified for tests of throw, catch, or kick, stand in position to enforce the location of the modified distance. If distances for running need to be modified, stand in position to mark the beginning or end of the run. Assist in aiding the student into the correct position for the jumping task.
Dance & Rhythms		Prompt the students with different cues so they will learn the steps and/or the sequence. Perform the assessment off to side to reduce all the extraneous stimuli
Cognitive Knowledge	Written tests	Read test questions to the student Write down the students responses to the questions

Summary

The role of the paraeducator is changing within our school systems. Paraeducators are being asked to contribute more assistance beyond clerical tasks (i.e., office assistance, filing, Xeroxing) and beyond the classroom setting. Paraeducators can play a very decisive roll in the area of physical education. In order to effectively fulfill this role, they need to have a firm foundation on (a) what physical education is (definition), (b) where is it taught (learning environment), (c) how is it taught (teaching styles), and (d) how it is evaluated (assessment). Effective use of paraeducators by physical educators will require these professionals to (a) improve communication with the paraeducators, (b) clearly define the paraeducator’s role within the learning environment, (c) encourage systematic and purposeful training programs within physical education, and (d) create an atmosphere of mutual respect for the paraeducators contribution to physical education. Encouraging paraeducator’s to be a part of any physical education class should have far reaching benefits for all students, especially those with disabilities.

This article should be considered a front runner for a book to be published in cooperation with the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD) set Summer 2005. The book has not been officially titled as of this writing but will be authored by writers from the Adapted Physical Activity Council

(APAC). The purpose of the book will be to establish a training manual for paraeducators and physical educators working together in physical education. Watch for it.

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Teaching Team Handball

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Are you interested in having your students learn an exciting team sport...one that is next in appeal to soccer in many countries around the world? Try team handball! This Olympic sport is well suited for inclusion in physical education and intramural programs at any level from middle school through college. It can also be adapted for the upper elementary grades by changing the equipment and size of the playing area. Team handball can be played by boys and girls and includes fundamental skills such as throwing, catching, and running. The rules are relatively simple while the inexpensive equipment and playing areas are readily available at most schools. It is a game that is competitive and fast enough to please most all of those who become involved. (Darst & Pangrazi, 2002)

History

Team handball was developed in Denmark and Germany early in the 20th century and appeared in the 1936 Olympic games in Berlin. Following World War II, several important rule changes resulted in the game gaining tremendous popularity throughout Europe and today team handball has developed to be second only to soccer in popularity. After an absence of 36 years, the game was reinstated as an Olympic sport in the 1972 Olympic games in Munich.

The development of team handball in the United States was slow and it was not widely accepted when first introduced in the 1930's. It was reintroduced in 1959 through the work of Peter Buehning, founder of the U.S. Team Handball Federation, and the popularity of the game has increased steadily since that date. The United States has entered a men's team in the Olympics since 1972 and women have competed since 1974.

Playing Area and Equipment

The game is played indoors or on an outdoor field. Indoor dimensions for the court can be shortened or lengthened depending upon the size of the available facility. Outdoors, the sideline length should not be less than 126 feet or more than 147 feet. Goal line widths vary from a maximum of 73 feet down to no less than 60 feet. The goals are very similar to those used in soccer, but are smaller. The official dimensions are 10 feet wide and 6 feet 8 inches high. The ball is smaller than a volleyball and is usually made of leather. To make the game more enjoyable for beginners, use a foam volleyball or Rhinoskin® ball.

The Game

A team is made up of seven players. The six field players move freely about but the seventh, which is

designated as the goalkeeper, must remain in the designated goal area that the field players may not enter. Each team tries to hit or throw the ball into their opponent's goal from outside the shooting line which is approximately 20 feet away. The goalkeeper defends against a score in any manner available. When saves are made, the goalkeeper may move with the ball in hand but must not leave the restricted area.

The game is played in two halves of 30 minutes each, with a 10 minute rest intervening. Playing time can be adapted based on physical education and/or intramural time constraints. Like football, the result of a coin toss determines initial possession of the ball and the goal each team will defend. The team with the first possession to begin the game makes a throw in from out of bounds at the centerline. Following the throw, the offense attempts to move up the field and score. The team on defense usually employs some time of person-to-person coverage for guarding their opponents. When the ball is legally propelled into the goal of the opposing team from a spot outside of the shooting area, one point is scored. After each score, play is resumed by a throw in at center court by the team that was scored upon.

Players may dribble the ball with their hands, but dribbling is not an important part of the offense, as it is in basketball. If a dribble is used, the rules allow up to three steps before it begins and three steps after the dribble is stopped.

Ball handling that results in moving the ball quickly and skillfully by the offense is one of the most important aspects of the game. Quick, accurate passes make for a fast game. Passes should be short and thrown from near the ear. A player should never wind up or telegraph the pass. The best target area when passing to a teammate is from the chest up to the eyes. Long throws should be avoided and the ball must seldom, if ever, be lobbed. To be successful, a team must work as a unit similar to a well-drilled basketball offense. The offense should move the ball with short, quick passes to teammates who are constantly faking and cutting away from their defenders. The offense maneuvers until a high percentage shot can be taken.

A good team handball team must develop an offensive attack that makes it possible for the best shooters to attempt their shots from a desirable angle and through an adequate opening near the perimeter of the shooting line. The real action in the game is constantly taking place around the players handling the ball when they are close to the shooting line. To become skilled at scoring, a player must

work on developing the ability to shoot when the proper opportunity arises; strength, agility, and body control are important.

Suggestions for Beginning Players

- * Develop individual ball handling skills.
- * Move the ball by passing and keep dribbling to a minimum.
- * Avoid two-hand passes.
- * Learn a simple offensive pattern.
- * Practice shooting from close to 20-foot line.
- * Body check on defense but avoid unnecessary roughness.

Drill and Leadup Activities

To get the students playing in game-like situations, the following activities have been student favorites.

- * Two Player Jump Shooting. Use a basketball court, the three-point arc for the goal area line, and an indoor soccer goal. Form two lines 15 feet apart for offense with one ball per group. Run and pass the ball back and forth without taking more than three steps at a time. The first player to the goal area line lobs the ball in the air just inside of the line. The other player continues the forward run, jumps before the line, and shoots the ball while in the air. Emphasis is placed on timing and jumping before the goal area line.
- * 3 v 2 Breakaway. Use a basketball court, the three point arc for the goal area line, and an indoor soccer goal (otherwise cones work fine). Form three lines for offense

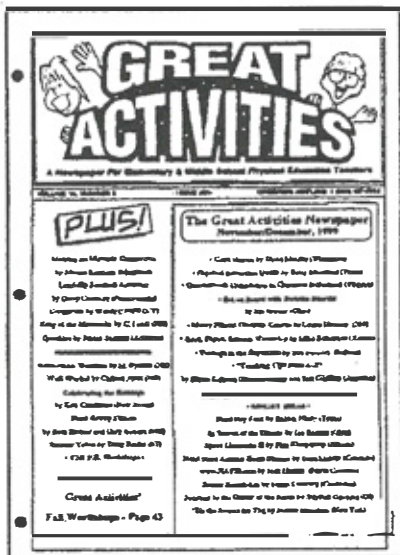
off of the end of the basketball court facing the goal. Put two defenders in scrimmage vests at half-court. Designate one player to be a goalie. The object of the activity is to have all three players on offense touch the ball while advancing the ball up the court as quickly as possible. The defenders start at half-court each time a new group on offense begins which gives the offense the opportunity to get behind the defense. The players on offense must shoot on goal before getting to the goal area line. Emphasis is placed on speed, no look passes, and jump shooting. When the two defenders prevent three groups from scoring, they give their scrimmage vests to any two people on offense who must switch and play defense.

- * 6 v 6 with No Goalkeepers. Ten balls are given to the teacher who stands just off of the court at half-court. A ball is tossed to one of the teams who tries to pass the ball to generate a shot while the other team plays defense. If a shot is taken and scored, the team receives 1 point. If a shot is taken and missed, the shooter must chase the ball down and give it back to the teacher. The other team is given a ball and tries to counter attack 6 v 5 before the player who missed the shot can get back. The object is to score 5 goals.

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Physical Education for Progress (PEP) Grant— October 2004

Audrey Satterblom
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In the U. S. Department of Education Physical Education for Progress (PEP) Grant application, six indicators on fitness and health were listed and each applicant was to choose relevant indicators. The Indianapolis Public Schools chose the following indicators:

- #1 Focus on fitness education.
- #3 Cognitive concepts about motor skills and fitness for a healthy lifestyle.
- #5 Developing healthy eating habits and nutrition.
- #6 Professional development for physical education and health teachers.

The program IPS has developed will target cognitive concepts and motor skill instruction to assist students in meeting State Academic Standards. Staff development will be offered to give teachers the skills required to deliver such a professional program and an evaluation will be instituted to help students acquire the skills needed to develop a personal fitness plan.

The PEP grant will focus on the following goals:

- 1. Increasing academic achievement by looking at the health of the total child.
- 2. Lowering the Body Mass Index in IPS students to prevent chronic diseases brought on by obesity.
- 3. Increasing the physical fitness of our students.
- 4. Increasing knowledge about nutrition and eating habits.
- 5. Allowing physical education and health teachers to participate in professional development to update their knowledge of concepts in lifetime sports, fitness, and nutrition.
- 6. Developing a sequential physical education and health education program for grade K-12.

The goals will be accomplished through the following:

- 1. Fitness facilities at two locations within IPS schools to

be used for fitness classes, staff wellness, and community use. (This is not a grant to be used to develop athletic team conditioning.)

- 2. Installation of a fitness trail at a middle school.
- 3. Computers on Wheels (COW) for a middle school.
- 4. A fruit and vegetable pilot study.
- 5. Professional development for all middle school and high school physical education and health teachers, use of the research based SPARK curriculum.
- 6. Lifetime fitness equipment to be used in the physical education classes.
- 7. Nutrition software.

Evaluation will be conducted as follows:

- 1. Pre and post tests on fitness levels of students.
- 2. A healthy school report card evaluation will be conducted on each middle school and high school. This tool evaluated the eight components of a school that help create a healthy school climate.
- 3. Evaluation of professional development activities for teachers.
- 4. Attendance of IPS teachers at professional development conferences and workshops.
- 5. Student attendance, GPA, attitudes toward school, expulsions, drug and alcohol use, and involvement in violence within all IPS schools.

The PEP program will be conducted in harmony with the award from the Indiana Department of Education that is currently in the first year of Train the Trainer for the Coordinated School Health Program (CSHP). This is a five-year award for the development of the coordinated school health program in all of the IPS schools. Currently eight schools are participating in the CSHP.

If more schools are interested in participating, please contact the PEP Grant Manager: Audrey Satterblom at satterba@ips.k12.in.us.

Indiana Action: No Hoosier Children Left on Their Behinds

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Most students enjoy the physical activity of leaping over hurdles on the track. Currently, teachers in our profession are experiencing a major hurdle in the form of the No Child Left Behind (NCLB) Elementary and Secondary Education Act. Health and physical educators have successfully overcome many challenges in the past,

and this one will be no different. What IAHPERD members must decide now is the best strategy to position health and physical education within the context of educational reform and work together to put this strategy into action.

As you know, NCLB focuses on accountability for student achievement, and thus, a subsequent elimination of the achievement gap. It

identifies “core” subjects that do not include health or physical education. There are various unintended consequences of NCLB. To address the mandates of the legislation, with its emphasis on testing, many schools are reducing the time available for instruction in other subjects, physical education among them. Additionally, the law does not require our teachers to be “highly qualified” thus opening the door to physical education instruction being provided by unqualified individuals, a reduction of resources for professional development for physical educators, and a perception that physical education is not as important as other subject areas.

However, there is also good news for physical education. At the same time that NCLB is being implemented, many schools and communities are mobilizing to address the epidemic of childhood obesity. Health and physical education are recognized as a solution to the obesity crisis. We, and our allied partners, can work to neutralize the negative effects of NCLB by positioning nutrition and physical activity as key strategies in combating the obesity epidemic. Student achievement and the obesity epidemic are both critical concerns to Hoosiers. We must take advantage of our important role in one to counteract and reverse our omission in the other.



**...a strong mind needs
a strong and healthy body...
healthy students learn better...**

Many calls and emails have come into the state IAHPERD office asking, “What is IAHPERD doing to fix this [the omission of physical education from NCLB]?” As an association, IAHPERD is taking action, and so must each and every member who comprise our state association. So the question becomes, “What are WE going to do to fix this?”

At a recent Executive Committee meeting, the leadership discussed several issues related to NCLB: What should IAHPERD’s position be on the inclusion/exclusion of physical education in NCLB? and, What strategies should be employed in regard to NCLB? With respect to the inclusion/exclusion of physical education in NCLB, most committee members felt that physical education needed to be included. In terms of strategies that should be employed, several were suggested: IAHPERD should advocate for physical education to be added to the list of “core” subjects in NCLB. Our association should create an accountability system for health and physical education teachers.

Most of us agree that No Child Left Behind means that no student should be left behind in any discipline, including physical education. The omission of physical education from NCLB serves to remind us that we must be vigilant in our efforts to communicate to policy makers and the public that our discipline is the only curricular area that addresses physical development, performance, and fitness. Our message must be that a strong mind needs a strong and healthy body, healthy students learn better, and all students deserve a complete education.

The IAHPERD Board of Directors understands the implications of NCLB on physical education and wants to implement well thought out strategies at the state and local levels. If you would like to share your thoughts about what your state HPERD association should do on this issue and join the movement to unite in service, please send me a note at satterba@mail.ips.k12.in.us.

Below are a few suggestions to get an Indiana Action Plan moving in your school community. Make a

commitment to yourself to implement at least one of these strategies to change the shape of your region of Indiana.

1. Add a Fitness Facts Corner in your school newsletters that go home with your students. Put in facts about nutrition, physical activity, and obesity. Share with parents what your classes are doing to contribute to a healthier child.
 2. Organize a family fun and fitness night. Have health screenings available from local agencies, hire an aerobic instructor for the night, teach palates, have basketball for the young and old, and/or have clowns giving away healthy snacks.
 3. Start a staff wellness program. The American Cancer Society has an established program for you to model after. Be an advocate for your profession. Lead by example.
 4. Welcome accountability. Invite your principal and school board members to your class. We do what is right, so now we can prove it!
 5. Plan to attend an IAHPERD Regional Workshop this spring or the State Conference in November.
6. Encourage a nonmember to join and come with you to this professional development opportunity.
 7. Apply for a grant that will support you and your program.
 8. Have an after school program to help fight obesity. (See information on FAST Club at the end of this article.)
 9. Collaborate with allied professionals and community agencies to deliver a new program for Family Fitness—the whole family works at fitness together. Go to www.baxteryymca.org under programs and family fitness options.
 10. Have your school evaluate their own fitness by completing the School Health Index by the Center for Disease Control. It is a very valuable tool to help make a healthier school. It costs nothing but your time. Middle and high school health classes can also do this as a project. They love it. Go to <http://apps.nccd.cdc.gov/shi/>.
 11. Add milk, yogurt, and other healthy alternatives to the vending machines in your school.

Fitness, Academics, Success, and Togetherness (FAST) Club

Students sitting around after school with nothing to do. Have you heard or seen this before? Today's young people are looking for things to do! Why not start an after school program for those kids who need to have something to do to prevent them from being a part of an unfit generation. This is an example of a club that started last year at T. C. Howe Academy in the Indianapolis Public Schools. After looking at the statistics on obesity and feeling the need to do something for our students, an after school FAST Club was developed to get our students up and moving. Our teachers were careful not to focus only on obesity, so we concentrated on a healthy weight and active lifestyle.

A call out for any student who wanted to be apart of a fitness, academics, and nutrition club was made. We meet on Thursday afternoons each week throughout the year. The agenda for each meeting included the following:

1. Discussion on a nutrition topic. What kind of food should we eat, how much should we eat, analysis of our eating, etc.?
2. Healthy snacks were provided to hungry students to promote what kind of foods were healthy (i.e., apples, carrots, pretzels, granola bars, etc.)
3. A fitness activity—walking, tae bo, dance, step aerobics, palates, basketball—was programmed for.
4. Help with homework or practice on reading or math was provided.
5. Private weighins were scheduled for those students who wanted to improve or maintain their weight.
6. Special activities throughout the year included:
 - a. Trip to the Ruth Lilly Center to talk about fitness and nutrition.
 - b. Trip to a fitness facility.
 - c. County Health Department evaluated the students' daily diet and made recommendations.
 - d. Volunteered for special projects around the school.
 - e. Started a Be Against Drugs (BAD) group
 - f. Arranged for a dietitian to visit the homes of our students who requested a special program for the whole family.

These are just some ideas that were used to start this program. The students learned what it takes to be healthy. They were enthusiastic each day we had FAST Club. They would have been there every day if we could have arranged it. We made a difference in the lives of our students to help them lead a healthier lifestyle.

Childhood Obesity: Regional Leadership Speaks Out

Monica Malloy
State Director of Regions
Scribner Middle School
New Albany, IN

Lack of physical activity underlies the childhood obesity epidemic in Indiana. What role can HPERD and allied professionals play in finding a solution?

Van Steveren and Dale (2004) place the responsibility of the school and home environment for the rising incidence of overweight and obese young people in our communities. For 9 to 10 months of the year, children attend school 5 days a week, for 6 to 8 hours per day. The school administration determines the time allocated to physical activity and the school curriculum controls opportunities to learn about the relationship between personal behaviors and health. Away from school, the family environment strongly influences child health. Parents allow their children to engage in long periods of sedentary activity facilitate the imbalance between energy intake and expenditure that causes children to gain weight.

According to the Centers for Disease Control and Prevention (2000), the body weight of 15 percent of children in the United States is at or above the 95 percentile. An additional 15 percent are above the 85 percentile. Obese children are at high risk of health problems and the overfat condition impairs their quality of life.

Public schools should play a greater role in teaching the importance of regular physical activity. IAHPERD members from the different regions of the state were surveyed to identify the different ways in which the school environment can contribute to changing the shape of Indiana. The purpose of this paper is to highlight how health and physical education teachers can be a part of the solution to fighting childhood obesity.

The Problem

There are limited opportunities for children and youth to be physically active during school time. Physical education offers the most structured outlet for children, but it has been one of the first academic subjects to suffer when budgetary pressures take place in our schools. Grunbaum and his colleagues report that in the 1990's, the number of high school students attending daily physical education classes in the United States decreased from 42 to 29 percent. Children should receive at least 60 minutes, and up to several hours, of age-appropriate

exercise on all or most days of the week. This includes vigorous physical activity for several 10- to 15-minute sessions each day—something physical educators could easily provide. Few schools offer structured physical activity outside of physical education classes. Sports are available, but not all students can participate. Additionally, some sports do not involve a high caloric cost. Before- and after-school fitness/activity programs are appealing but uncommon, as are school programs that would promote walking or biking to school.

Solutions

Schools can take several important steps to increase physical activity opportunities for students. The following are some solutions offered by IAHPERD regional leaders:

- We emphasize the development of teaching professionals who serve their communities through the “promotion of healthy behaviors and lifestyles.” Our department has partnered with the Evansville Vanderburgh School Corporation (EVSC) to educate middle school students about healthy and safe behaviors and lifestyles through the Youth Fitness and Health Awareness class. We host a series of health and fitness-related interactive workshops for the EVSC students. Topics include Safety and Preventable Accidents, Nutrition, Dangers of Smoking, Fitness Testing, Challenge Course, Circuit Course, and Recycling. The workshops seem to have a tremendous impact on the impressionable adolescents with feedback being positive and supportive. In addition, our departmental student club is working with local elementary schools by helping with the “Step Up Club”, a running/walking program for children ages 5 through 13 years of age to improve fitness levels and encourage positive lifestyle behaviors. (*Don Rodd, Region 1, Evansville*)
- I try to get my students moving! Once a week I have the students put the pedometers on and we walk/run for the entire class period. They try to get at least 4000 steps, which will be approximately 2 miles. After they get to 10 miles, they earn a toe token for their shoe. We also provide a voluntary walking program every day with our upper grade students before they go into lunch. (*Tim Tyler, Region 2, Aurora*)

- My students participate in the Governor's Fitness Program every year. All students in grades 1-8 are required to complete the booklet. This is a wonderful program which is free and encourages activity. The students can set their own goals and work to achieve them at their own pace and ability. As a teacher, I love this program because it allows for all children to achieve success. Students are taught that any movement is better than no movement. Students are also encouraged to continue keeping a diary of their activity and some families have told me they had no idea what little activity they completed daily. They were shocked until they saw the data collected. If the family can make changes in their activity level, most likely the child can change their activity level. I also provide a homework assignment for each month with a variety of activities for students to complete at home. Some include the parents and some activities are just for the student. This is an assignment that students enjoy because of the wide variety of unique challenges for the children to "just move". With communication and awareness for our students and families, we can change the shape of Indiana. We, as a profession, need to focus on making this a part of our daily conversations with our students. We must be accountable to our students in order to provide them with the best movement education possible. (*Carol White, Region 2, New Albany*)
- My school provides several activities that get "children off their behinds". Our snow skiing club is one evening a week during the winter. The students receive lessons on this lifelong physical activity based on their ability level. Families are encouraged to participate together. Another successful experience is our jump rope club. The club meets one morning a week with its goal to promote physical fitness while having fun. All students are encouraged to participate; no one is cut from the team! The students get to perform at basketball games, at the county fair, and Relay for Life to name a few. Our school also participates in All Children Exercising Simultaneously (ACES) Day each year. My philosophy is to provide activities for all children even the ones who don't make the athletic teams. (*Dale Berry, Region 2, Floyds Knobs*)
- I am continually trying to motivate my students to enjoy physical activity. I try to get my students "off of their behind" by focusing on their interests—music and dance are the perfect fit. For example, I just completed a unit in line dancing. The students learned a variety of line dances and this opened their eyes to a new perspective of dance. Not only did they practice the dances, but they also had to create their own by using dance steps they learned in previous dance lessons. They were split into groups of 3-4 and given a worksheet to complete to assist them in the "planning process". From the moment I gave them the paper, every student was up and moving! They had to choose music for their dances, develop names for their dances, perform their dances, and create a poster to assist others in learning their dances. During this time, I have observed my students teaching others in the school how to do the dances they learned. We wrapped our unit up with "dance stations". Each of the groups had to post their dance posters on the wall; they would rotate from station to station with different songs playing, and attempt to learn the other students dances. (*Lisa Picek, Region 3, Lizton*)
- We prepare future teachers to actively involve children in the learning process. One of our goals is to always encourage physical activity! In addition to the regular teacher education curriculum, we offer several projects on campus that encourage active participation by school-aged children. Each spring, the Physical Education majors host a field day for students at nearby elementary schools. Approximately 300 fifth graders come to campus and participate in physical activities. During the fall semester, our majors are involved with the local YMCA in delivering an activity-based program entitled "Active Family, Healthy Child". First year students enrolled in the general Fitness for Life course have the opportunity to participate in activities outside of class such as "Fun Runs" that raise funds for agencies such as the American Cancer Society and the March of Dimes. (*Molly Hare, Region 3, Terre Haute*)
- Currently, the mandated function of health and physical education teachers is NOT viewed as a vital educational process. If we can make the connection between the maintenance of personal health and the physical education professional, our status will be greatly improved in our schools. However, the use of negative stereotypical references to our profession (gym teacher, etc.) must be filtered and viewed as socially unacceptable. I also believe that too many parents support the idea that their child's physical activity needs are met outside of the school system by private sports programs. (*Johannah Doecke, Region 3, Bloomington*)
- We have started a before and after school Fitness and Conditioning program to address the obesity and inactivity issues that go along with "No Child Left On Their Behind". The program runs on Monday, Wednesday, and Friday. Each day consists of an active flexibility warmup session. We then go into our weight room/wellness lab where the students have a weights and cardio program designed to meet the goals that they have set up for themselves. On Mondays and Wednesdays we then go to the gym and do other activities that deal with agility, flexibility, balance, coordination and cardiovascular conditioning. On Fridays it is our active games day where we play team handball, scooter relays, cardio-volleyball, to name a few. (*Tom Stubbeman, Region 4, Whiteland*)
- Daily physical education can make a difference in the fight against childhood obesity. The results of a study conducted at Ball State University (BSU) provide strong

support for daily instruction in physical education. Children enrolled in daily physical education (175 minutes/week) at Waynedale Elementary received enough moderate to vigorous physical activity to achieve desirable fitness levels. In contrast, children participating in twice weekly physical education programs (60 minutes/week) did not. The AAHPERD Physical Best Test (excluding pull-ups) was administered to 218 children in grades 1 through 5. The analysis revealed that daily physical education participants were superior on all four of the test items (mile walk/run, body composition, sit and reach, sit-ups) across the five grades. In addition, a comparison of the results to AAHPERD national norms showed the daily physical education participants to be above the 50th or 75th percentile while the weekly participants were generally below the 50th or 25th percentile. Taken together, the findings suggest that daily physical education can be successful in fighting the obesity challenge in Indiana. (Arlene Ignico, Region 4, Muncie)

- With physical education classes on the elementary level usually being just one day each week, I try to stress family fitness and wellness. If the families do not get involved, fitness will never become a real part of a child's routine for the rest of his/her life. Therefore, I have a "Family Track Day" and a "Family Tennis Day" on two Saturdays each fall and spring. I am at the track from 10:00a.m. to 2:00p.m. and invite students and their families to join me. I do the same thing on another Saturday but this time I take all the tennis equipment to the courts so they can come and utilize them and perhaps decide to purchase equipment to continue on their own. I always stress in newsletters that the track and tennis courts are available and open to the public whenever they are not being used by the high school teams. From what my students tell me, I have had much success in getting families to come use these facilities. I also have a "Star Walker" program for staff and students during lunch recess. Staff volunteer their prep time one day each week to "man the track" during a recess shift for any students who want to walk/jog/run the track instead of going to the playground. The teachers walk with them. This makes for a healthy staff and a healthy opinion forming in "little heads" about the importance for everyone to get exercise on a daily basis. For their efforts, they are rewarded each time they walk with an inexpensive (for me) yet valuable (for them) symbol of their commitment. I give out metallic or multicolored plastic beads shaped like stars and call the shoe charms. They slide these on their shoes strings to collect them. Some have quite a collection. You can get these at most craft stores. During the 3rd nine week grading period (January-March), I have the students keep a fitness log. Other family members can do this, too. In fact, I really encourage it. During this period, I have announcements read on the intercom each morning to help them get ideas of things they can do to

vary their routines and get fitness time too. These are basically ways to sneak fitness into already busy days. Some of these tips are: Park your vehicle as far from the store as you can. You'll be surprised how many more steps you can get in each time you shop; When watching TV, use every commercial time to do a physical activity (no, going to the refrigerator does NOT count) such as situps, pushups, toe touches, jumping jacks, windmills, jogging in place, etc.; After school, walk around your house 5 times before going inside. People don't realize how to utilize this "excess" time to their advantage until they hear it. I am amazed at how many students have told me that at first their parents watched them doing their "commercialize" but soon joined in. Fitness for life is not grades K-12 only. If we want to change lives, we've got to change lifestyles! (Jackie Breitenbach, Region 4, Fountain City)

- We have several programs that are sponsored by the BSU Physical Education Department: Fit Kids on Friday mornings, Gym and Swim on Saturday mornings, and AWAVE for persons with disabilities in the community. These programs are tied into our physical education training for all majors. (Seemann Baugh, Region 4, Muncie)
- At Purdue, we are using Heart Rate Monitors in our fitness classes to motivate and move our students. We are asking students to take a minute at the end of every lesson that they teach and process the benefits of physical activity (importance, other issues, etc.). Our students also go to various elementary schools and teach fitness activities. They are expected to use visual aids that relate to bringing wellness alive as they teach. (Carole DeHaven, Region 5, West Lafayette)
- Our physical education curriculum includes a Healthy Lifestyles class that is required of all Grace College students. In the class, we do fitness testing, a fitness contract, and then track the individualized exercise participation through a points system. Our Fitness Center is a great asset in this endeavor. Our students also have a high level of participation in our intramural program. (Darrell Johnson, Region 7, Winona Lake)
- One thing that we do is have "Cardio Days" every Tuesday and Thursday. Currently we are doing Billy Blanks "Taebo" as well as "8 Minute Abs" videos for the class period. This has worked fairly well and 99% of the students participate. The other three days we do physical activities that keep the students moving. I stress that these videos and games are designed to help them get in shape as well as give them options that they can use themselves when they are at home. There is some resistance because I make them work hard but, for the most part, they have accepted it and participate. I believe that the solution is finding activities that are "fun" and make them work hard without them knowing it. If they are enjoying the activity, then they forget that they are sweating and working out their bodies. (Adam Swinford, Region 8, Fort Wayne)

- A summer program called the National Youth Sports Program (NYSP) is run at the University of Indianapolis. The NYSP is completely free (with breakfast and lunch provided) and has created positive opportunities for youth in at-risk environments. The program has served youth between the ages of 10-16 through organized programs of sport and life skills instruction. Last year, NYSP was conducted on the campuses of 200 colleges and universities and served over 78,000 young people. NYSP has made an unprecedented effort to combine the promotion of athletic know-how and life skills that can assist participants in making successful transition to adulthood through positive youth development. Participants are required to take part in swimming and receive instruction in at least two additional sports each day. Many of the age-appropriate activities (basketball, soccer, golf, volleyball, tennis, golf, football, field events) are designed to develop lifelong skills. Each participant receives a minimum of 3 hours of physical activity per day. In addition to sport skill instruction, educational programming is required for each NYSP participant in career opportunities, higher education, job responsibilities, drug and alcohol prevention, and creative writing. (*Megan Schmidt, Region 9, Indianapolis*)
- I administer our YMCA youth sports program. Growing up a child in Indiana, I was very active and participated in physical activity all year long. There was never a day that I turned away an opportunity to play outside in the neighborhood courts or fields with my friends. We didn't have the "luxury" that children have today with electronic games and computers. Our source of recreation was through our own imagination and participation in sports. As the Sports Director of our YMCA, I have the privilege to see children everyday walk through our doors and be active in many programs. The one component of the YMCA that especially appeals to me is the fact that ALL children who participate in our programs can expect to play an equal amount of time regardless of their skill level. Because of that, we get many children who wouldn't get that chance in a more competitive environment. These are often the children who need activity the most. They may not be the quickest, most agile, or most fit among their peers but because of our expectations the parents know if their children plays here they will get that opportunity to be active and enjoy the benefits that sports can provide now and in the future. At the YMCA, all children play and everyone is a winner! (*Tammy Ward, Region 9, Indianapolis*)
- Perhaps the biggest change we have tried this year is to get our children active during what little recess time they have. Our school has no recess time built in to the school day. Children are given approximately 12-15 minutes of playtime at noon and other short periods during the week. We wanted our students to have some equipment that was attractive to them and caused them

to WANT to play. Therefore, we applied for and received an IASPERD mini-grant. My teaching partner and I built a large rolling cart with many shelves and places to store equipment. We came up with a 4-day rotation plan whereby each day a different set of equipment is on the cart. No two consecutive days are alike. We now see children playing soccer, 4 square, using jump ropes, and playing on stilts and skip-its. No one sits—everyone is active. Thus, we have taken steps towards fighting obesity in our school. (*Roberta Sipe, Region 9, Indianapolis*)

- In our school district, elementary physical education teachers have decided that in order to get our students exercising regularly, we need to involve the parents and to provide a simple structured fitness program that can be done at home. Thus our program, entitled 'Get Off your Rump and Jump' was born! We are targeting third graders and 'kicking off' our program with a special fitness night at each school. Our goal is promote parents and students working together to build an active lifestyle by performing various skills using a jump rope. As an incentive to attend, all participants will be given a jump rope to keep and use at home as well as a 'Get off your Rump and Jump' button to remind them to do their workouts! We will have a variety of stations at the event including all sorts of activities such as stretches with a rope as well as many different ways to jump. Parents can actively participate in doing the skills or can help by counting, timing, turning ropes, and serving as stretching partners. All stations will have a beginner, intermediate, and advanced skill so everybody is able to participate, no matter what their skill level. We want to teach parents the importance of regular fitness activities and also give them some fun ideas to do with their children. Spending quality family time together will hopefully be an additional outcome of our event! At the conclusion of our event, all third graders will be given a fitness 'booklet' to chart their home workouts. We are asking that they do their choice of several skills at least three times a week and return their booklets (signed by them and their parents) to us in the spring. We hope to see a definite improvement in overall fitness as well as rope jumping skills as a result of our program! (*Niki Glover, Region 9, Indianapolis*)

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Think Snow!

Leslie Powell
Saint Christopher School
Indianapolis, IN

One of the best times of the year is winter! As a physical education teacher, I love sharing new experiences with my students. One great winter sport is skiing.

Even though our state of Indiana is relatively flat, there are many places to take your young people for an experience that will remain with them for life. The very first year that I took students for this great all-around experience, I learned many quick lessons that allow me to truly enjoy such an instructional trip today. The key is planning as always.

In the month prior to going on the trip, many topics need to be covered.

Preparing young people for the adventure is the key. Providing differentiated instruction on skills necessary for a successful trip is vital to all your students. Before “hitting” the slopes, all students will have touched real skis, boots, and poles. This helps the process of putting on boots and attaching boots into skis.

Students will also do flexibility tasks that involve all major muscle groups that will be involved in the day of skiing. Most students will respond the day after as they noticed some soreness due to a full day of skiing.

Also the students will be shown a video of the past year’s group skiing. This helps some students to see what it actually looks like. In addition, once the trip is completed, I will show the students a video of themselves skiing. This is great highlight to end the skiing unit.

Some students are particularly puzzled at snowmaking. It may be warm at home, but once we pull up in a bus and see an enormous white strip of snow—they are all amazed.

Designing a fashion show as to what to wear in such an adventure is important to all students. Showing students low cost ways of keeping warm on the slopes is another role that needs to be presented for success. Essential items are gloves, hats, sunglasses, and sunscreen. Days that are bright due to sunshine really affect their eyes. Some students will actually get headaches. Some students may even get windburn on

their ears.

Having students walking/sliding on carpet squares on the gym floor is a movement sensation that simulates cross-country skiing. All these differentiations have made a positive learning experience for my students.

Asking for parents who have had experience skiing to assist me is another secret that I have learned that promotes a positive day for everyone. Having parents help with the group instruction and concentrate on assisting students on the slopes the rest of the day incorporates a positive and safe environment. The students may sometimes even witness adults falling down.

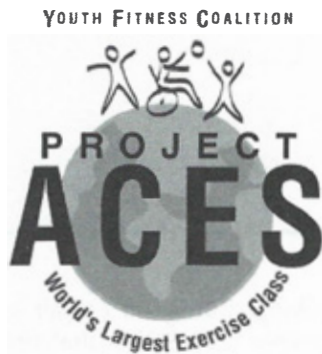
I have never had a major injury with any of my students. The ski patrol is great at all the places that we have visited in the past. I also promote safety before the trip as we discuss the ski lifts and skiing methods.

All of my students are strongly encouraged to take the initial ski instruction lesson and I only allow for skiing the day we go. I don’t open it up for snowboarding. We focus on one thing—skiing.

Picking the date is important. January tends to be the best gamble; however, having a back up date sets the tone for changing weather. In order to do this, I have the students design their own phone trees to alert each other to changes that could occur the morning of the trip. This is a lifesaver and parents truly appreciate the open lines of communication early! I have had to change the date a few times due to weather, so don’t lose heart!

The cost of such a trip is relatively inexpensive during the school day. Weekends tend to be more expensive. Going during the school day is great because not as many people are on the slopes which provides space for the students to ski. I only take my sixth graders on this trip and sense that it really is a great age for such a new endeavor. At the beginning of the day, some struggle, but by day’s end, I hear so many positive comments. This is a definite confidence booster! Just think snow will fly soon!!





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 Hoosiers.

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



Melanie Whiteman,
Fitness
Program Director

When it comes to fitness, don't just let children sit on the bench, get them in the game! Regular physical activity can have a significant impact on their quality of life. ACES can show them how much fun physical activity can be—
it's a slam dunk!



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

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.

Interdisciplinary Field Day

Jan Miller
Region 3 Coordinator
Fayette Central Elementary
Connersville, IN

Do you need a new idea for your spring field day that will really motivate your students and reinforce their learning? Last year, we collaborated with our classroom teachers and reading specialist to create an excellent educational experience in keeping with our school's emphasis on reading. The field day was centered on a theme of Dr. Seuss. Our K-5 students participated in multi-age groups to give them a feel for cooperative and problem solving situations. Following is a description of the individual stations for the two hour event:

Cat in the Hat

Divide students into two equal teams with the first person from each team standing inside a starting hoop. On the signal "go", the students pick up the "fishbowl" (plastic bowl representing the fishbowl in the story) and run to the trashcan filled with water and plastic fish. Students fill up the fish bowl with water and only one fish. Placing the fishbowl on top of his/her head, the student will walk back to the line. If the student makes it back to the line without dropping the fishbowl, the water and fish are dumped into the team bucket and the bowl is handed to the next player in line. If the fishbowl falls off, the student will pick up the bowl and fish and return to the line to hand off the bowl to the next player in line. Teams will continue to go until time has been called. Materials: Station sign, two hula hoops, two buckets, 40 plastic bowls, 80 small plastic fish, and a trashcan filled with water.

Great Day for Up

Divide students into two equal teams with the first person from each team standing on stilts and inside a starting hoop. On the signal "go", the students will walk on the stilts through an obstacle course made of cones and back to the start to tag the hand of the next student in line. The next person in the starting hoop should have another pair of stilts on and ready to move through the course. Teams will continue to go until time has been called. Materials: Station sign, two hula hoops, four sets of stilts made from wood or cans, and 10 cones.

Green Eggs and Ham

Students will need to be arranged in partners.

Four sets of partners will do this event at one time. On the signal "go", the partners must run to the hula hoop to pick up the "green eggs and ham". Each student must place an egg between his/her knees and then place the polydot (ham) between the partner's shoulders so that they are not touching it with their hands. They will move back to the starting line, giving the ham and eggs to the next students in line. The next group must replace the eggs and ham in the hoop with each placing the egg between their knees and the ham between their shoulders. They run back to the starting hoop and tag the next set of partners in line. This will continue until all have had a turn. Materials: Station sign, eight hula hoops, eight plastic eggs, and four polydots.

Horton Hears A Who

Students will be divided into two teams with the first person from each team standing inside a starting hoop with a pair of chopsticks in his/her hand. On the signal "go", these players must move through the "Horton" sprinkler to the pile of "Whos" in the hula hoop. Students can use one or both hands with the chopsticks to pick up a Who and run back through the sprinkler to the beginning hoop. Students then place the Who in the bucket and pass the chopstick to the next person in line. Teams will continue to go until time has been called. Materials: Station sign, four hula hoops, two hoses, one "Y" splitter, two elephant sprinklers, 100 cotton balls, four sets of chopsticks, and two small buckets.

How the Grinch Stole Christmas

Students line up in four groups with the first





person from each team standing in a starting hoop. On the signal “go”, the first student (Grinch) runs to the Whos Village to the pile of the Whos’ “presents” (wooden blocks wrapped in Christmas paper) and “steals” one present. He/She then runs back to the original hoop and places the stolen present in the “Santa Claus Bag”. The next player in line goes as soon as the first runner places the present in the bag and tags his/her hand. If time remains, have all the Grinches turn into “Good Grinches” and return the presents to the Whos by taking one present out of the bag and returning it to the Whos Village. They should place the present in the hoop and run back to tag the hand of the next player. This will continue until all have had a turn or time runs out. Materials: Station sign, eight hula hoops, 80 small wrapped presents, and four large Christmas bags.

I Am Not Going To Get Up Today

Students will be divided into two teams with the first person from each team standing inside a starting hoop. On the signal “go”, the students pick up a sponge from the trashcan filled with water. They must pass the sponge over their head to the next person in line. The players continue passing the sponge over their heads until it gets to the last player in line. This person will take the sponge back to the front of the line, dunk the sponge in the trashcan and begin passing it over their heads again. Teams will continue to go until time has been called. Materials: Station sign, two hula hoops, two large sponges, and a trashcan filled with water.

Lorax Versus Once-lers

Scatter cones (representing the Truffula Trees) inside the playing area (marked by colored domes) with half of the cones lying down and half of the cones standing up. In this event there are two groups: the Lorax (representing Truffula Trees getting planted or picked up) and the Once-lers (representing Truffula Trees getting chopped or knocked down). One group will wear pinnies to distinguish between the two groups. On the signal “go”, the Once-lers job will be to knock down with

their hand each cone that is standing up and the Lorax’s job will be to pick each cone up that is laying down. They will run from cone to cone to do their jobs. A volunteer will stop play after one minute to change how they are moving. For example, after the first minute they will walk backwards, after the second minute they will skip, etc. The volunteer should then change the student’s job with the Lorax (up) now becoming a Once-ler (down). Let them run again, then hop, and slide. This event will continue until time has been called. Note: Students are not allowed to use their feet to kick over cones. Materials: Station sign, 12 colored domes, 40 cones, and 20 of the same color pinnies.

One Fish, Two Fish, Red Fish, Blue Fish—Ring the Gack

This event is an attempt by the student standing either behind the rope line or on a polydot to “Ring the Gack”, that is, to throw hula hoops around large cones or to toss rubber deck rings to “ring” an antler made from PVC pipe and mounted on a board. First and second grade students may toss hula hoops at large cones from anywhere they choose behind the slanty rope line. Third through fifth grade students must toss from whatever polydot they choose behind the rope line at the mounted antler. Materials: Station sign, 20 hula hoops, eight large cones, two long ropes, eight polydots, four PVC pipes “antlers” mounted on boards, and 24 rubber deck rings.

Sneetches Frankfurter Roasts

This is the refreshment and first aid station. Students are provided with a drink and a healthy snack. The school nurse may want to be available to treat any injuries that may occur. Materials: Station sign, cups, sandwich bags, ice in coolers, drinks, snacks, trash cans, extra trash bags, and first aid kit.

Too Many Daves

In this event, there are two “mothers” and two



“fathers” wearing yellow pinnies and holding squirt bottles filled with water. The rest of the students are “Daves”. On the signal “go”, the mothers and fathers who will attempt to squirt them will chase the Daves. If a Dave gets “hit”, he/she has to do five squat jumps to be able to return to the game. A volunteer will stop play after one minute to change the mothers and fathers. Play continues on the signal to begin for one minute. This event will continue until time has been called. Materials: Station sign, 12 cones to mark playing area, 36 squirt bottles, one hose, and four yellow pinnies.

What Was I Scared Of?

Students will need to be arranged in partners. Six sets of partners will do this event at one time. One of the partners needs to be blindfolded and standing on a polydot; the other partner needs to stand behind them. On the signal to begin, the non-blindfolded partner will guide his/her partner by tapping on his/her shoulder to indicate what direction to move. The object of this event is to guide the partner to a pair of “ghost” pants that are the same color as the polydot they were standing on and get the partner to put them on themselves without any verbal commands/talking. Once the

pants are on, the race is over. Students will take off their blindfold and return the “ghost” pants to the original location. For example, Audrey and David are partners. Audrey is blindfolded and David is standing behind her. On go, David taps Audrey on her right shoulder to get her to move to the right, taps on her left shoulder to get her to move left, or taps on both shoulders at the same time to get her to move in a straight direction. Placing his hand on top of Audrey’s head will make her stop. Touching her forehead will get Audrey to bend over. Audrey feels around until she locates the pants, picks them up, and puts them on. Materials: Station sign, 6 different colored polydots, and 6 pairs of pants in corresponding colors.

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Gallahue, D. L., & Donnelly, F. C. (2003). *Developmental physical education for all children* (4th ed.). Champaign, IL: Human Kinetics.

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Developing Student Leaders

Adrienne Akins
Council for Future Professionals President
Butler University
Indianapolis, IN

IAHPERD wants you! Your Indiana state health, physical education, recreation, and dance association is all about developing leaders. Leadership can come from teachers, coaches, fitness specialists, and other allied members already in the field or from student members pursuing an HPERD degree.

One opportunity that IAHPERD offers undergraduate students is the chance to become actively involved through the Council for Future Professionals (CFP). The CFP is currently composed of 11 students from six different colleges and universities in Indiana:

Bethel College	Dave VanLue
Butler University	Adrienne Akin
Indiana University-Bloomington	Holly Pierce
Manchester College	Quanni Franklin, Misty Minniear, Nikki Sieraki
Purdue University	Jason Helbling, Isaac Hook, Terri Horsky, Kit Miller
University of Southern Indiana	Ryan Barbault, Jonathan Day, Neal Pace

The Council is designed to provide opportunities for students to be involved in their state HPERD association. It also serves as a tool for students to gain valuable leadership skills, be an advocate for other students, network with others in the profession, and much more. CFP brings about new friendships and mentoring that will last a lifetime. Students who get involved remember their experience forever!

As a member of IAHPERD and CFP, students gain all of the advantages offered to professional members and more.

- Eligibility for awards and scholarships
- Reduced fees at Regional Workshops and State Conferences
- Leadership training and opportunities
- Networking with other students and professionals
- Ideas and opportunity for professional development

Through being an active member of the Council, students get the opportunity to participate in the Indiana Leadership Conference (Spencer, IN) in January where IAHPERD training and CFP planning takes place. Students may also

apply to represent the Hoosier state at the Midwest District AAHPERD Leadership Conference (Angola, IN) in September and the AAHPERD National Student Leadership Conference (Alabama) in October.

All students are also encouraged to attend the 2005 IAHPERD State Conference at the Radisson Hotel City Centre on Wednesday-Friday, November 9-11. As most students are aware, this annual conference is where teachers, coaches, professors, and students in the HPERD fields come together to give presentations, share ideas, and network. This conference is a wonderful opportunity for faculty and students alike to learn and grow professionally in their perspective fields. Specific sessions are designed for the future professional in mind. Students also have a good time meeting people from other parts of the state, as well as participating in the annual SuperStars competition.

If these opportunities sound exciting and you would like more information or would like to apply to be a part of our student organization, please contact either Adrienne Akins (aakins@butler.edu) or Susan Flynn (flynnsm@purdue.edu).



2004 IAHPERD SuperStars Competition Champions from Manchester College: Jessica Cozzello, Quanni Franklin, David Lichtenbarger III, and Mike Zehner.

Jump Rope/Hoops for Heart: Partners for a Healthier Indiana

Dale Berry
Jump Rope for Heart Program Director
Floyds Knobs Elementary School
Floyds Knobs, IN

Results are in! Last year Jump Rope for Heart and Hoops for Heart (JRHFH) programs raised about \$71 million gross dollars—an all time record! As the fight against heart disease and childhood obesity continues in Indiana, JRHFH has also experienced another good year with the continued assistance and support of committed IAHPERD members. Here are the facts for 2004:

	Schools Participating	Gross Income	Net Income	IAHPERD Share
Jump Rope for Heart	602	\$1,580,941	\$1,125,630	\$56,282
Hoops for Heart	141	\$193,446	\$137,734	\$6,887
Totals	743	\$1,774,387	\$1,263,364	\$63,169

The over \$60,000 coming back to IAHPERD shows an increase over the 2002-2003 figure and puts us back on a positive growth trend. To those members who were involved as event coordinators this past year, we extend our sincere gratitude for the work that you have done in your schools and communities with this important event. Reports are now coming into our state office that describe many of the successes that have been achieved in the nine regions of our state.

In recent years, our Board of Directors has earmarked a portion of the IAHPERD share from this event to be given back to our members to support the important work that they are doing at the local level. One such program involves a complimentary membership to event coordinators. To earn the free membership, a coordinator's event needs to raise \$1000 or more. For raising between \$500 and \$999, we want to provide the coordinator with a reduced membership fee of \$20. (NOTE: Coordinators need to write that they are a Jump Rope and/or Hoops for Heart Coordinator and the amount raised on their renewal membership application before sending it in.) In addition, IAHPERD offers the JRHFH Incentive Award Program totaling \$4000 to assist coordinators with instructional projects and advocacy efforts in their school and community. Additional membership and Incentive Award information can be secured from our Association website at www.indiana-ahperd.org.

Most importantly, the largest share of the project's income goes to underwrite important heart and circulatory research. Great strides have been made in the treatment of heart disease in the 25 years that IAHPERD has been involved as a partner with the American Heart Association (AHA). Additionally, funds have also been directed toward the development of heart health education materials that health and physical education teachers have been able to use in our schools and communities to provide sound information to those needing it.

While IAHPERD's share of this income is smaller in comparison to the AHA, it continues to support the professional work that our association is about—to promote healthy lifestyles and provide our members with professional development opportunities. It is approximately half of our annual budget and it helps keep the cost of membership low, support programming at regional workshops and state conferences, and fund important advocacy initiatives around the state. Without this important financial support, it would be almost impossible to continue our work at the levels to which we have become accustomed.

We appreciate all of our JRHFH Coordinators! IAHPERD also thanks the many colleagues who join us as classroom teachers, administrators, parents, and, of course, the tens of thousands of Hoosier students who continue to participate each year. We know that your motivation is often a grandparent, a friend, or a colleague who has been diagnosed with heart disease. But, we also know that you participate because your own heart is in the right place!

Jump Rope/Hoops for Heart Results

The Top Ten List



Jump Rope for Heart 2003-2004

	School	Coordinator	\$\$ Raised
1	Harrison Parkway Elementary School	Jill Berry	\$23,360.46
2	Wilson Primary Center	Suzie Harness	\$16,533.32
3	Fall Creek Elementary School	Jamie Hoyt	\$15,897.60
4	Watson Elementary School	Jerry Michner	\$15,670.00
5	Indian Creek Elementary School	Pam Day	\$15,050.16
6	Lantern Road Elementary School	Tara Bertram & Michelle Lowe	\$14,974.46
7	Bright Elementary School	Lisa Tyler	\$13,797.65
8	Hazel Dell Elementary School	Ray Alvey	\$12,620.01
9	Forest Glenn Int'l Elementary School	Jennifer Summers	\$12,262.75
10	Riddle Elementary School	Charlee Schwenk	\$11,695.52



Hoops for Heart 2003-2004

\$\$ Raised	School	Coordinator
1	Indian Creek Intermediate School	Sarah Zachery
2	West Noble Middle School	Kris Kaericher
3	Westchester Intermediate School	Nick Tribby
4	Hayden Elementary School	Jason Gambrel
5	Hickory Elementary School	Nicole Wilson
6	St Peter's Lutheran School	Jan Hacker
7	Noblesville Intermediate School	Angela Hay
8	Crawford Jr. High School	John Hammond
9	Bittersweet Elementary School	Tim Clark
10	New Augusta Public Academy North	Roy Dobbs

Mark your Calendar Now!

The 2005 AAHPERD National Convention and Exposition in partnership with Midwest District AAHPERD and Illinois AHPERD will be held April 12-16 in Chicago, Illinois.



2005

April 12-16
Chicago, Illinois

Hold on to your hats and tie back your hair! You may be blown away by the vibrant landscape of this Windy City that built the first sky-scraper. Stroll or take a carriage ride through its 3,766 miles of streets to one of 120 theater and musical venues, then relax in one of over 50 art museums.

2007

March 12-17
Baltimore, Maryland

Baltimore, the 12th largest city in the United States, known as the "Charm City," offers a central location on the Atlantic seaboard. You will find dozens of attractions, from fine dining to a "roll-up-your-sleeves" crab feast. Home of Orioles baseball, Ravens football, and horseracing at Pimlico. History buffs and art lovers will find historic sites, world-class museums, theaters, and performing arts organizations. You'll find lots to do in Baltimore.

2006

April 25-29
Salt Lake City, Utah

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.

2008

April 8-12
Fort Worth, Texas

Known as the city "Where the West Begins," Fort Worth embraces its cowboy heritage while moving forward with a revitalized downtown and major cultural attractions. In the late 1800's, Fort Worth was a major stop for cowboys on the legendary cattle trails. And today, Fort Worth is a major stop on tour itineraries. Why? Because Fort Worth delivers a unique mix of Old West history, top attractions, and fun activities.

Share Your Ideas in the Next Indiana AHPERD Journal

Guidelines for Authors

Throughout the year, original articles are received and considered for publication in the Indiana AHPERD Journal. This journal is published in May, September, and February by the Indiana AHPERD Association for Health, Physical Education, Recreation & Dance. Articles that share opinions and ideas as well as those based on serious scholarly research are welcomed and encouraged. Each article is reviewed by two to four readers who are selected on the basis of areas of interest, expertise, and qualification in relation to the content of the article.

Authors need not be professional writers. Editors are encouraged to provide assistance in developing the article when there are great ideas that need to be shared. In peer reviewed and more scholarly works, a blind review process is used whereby the name of the author and persons reviewing the article are known only to the editor.

All submissions must include four hard copies and an electronic version or prepared on a CD. These should be mailed to: Tom Sawyer, Editor, 5840 South Ernest Street, Terre Haute, IN 47802, pmsawyr@aol.com. Below is a checklist of items to be considered when submitting material for publication. All publications must use APA style (5th Ed.).

The Manuscript

- Must be processed on 8 1/2 by 11 inch paper (double spaced, left and right margins of 1 1/2 inches, pages numbered).
- Direct quotations of more than 3 lines should be single spaced, indented 1/2 inch, and kept to a minimum.
- Length should not exceed 2,500 words (8 pages).
- Should be written in third person.
- Brief biographical information for each author should be provided on a separate page.

Documentation

- References should be listed in accepted bibliographical style directly at the end of the article, arranged alphabetically by author's last name, and numbered consecutively.
- Each reference cited in the text must be listed and only those cited should be listed as references.
- Documentation within the text should be made by placing the number of the cited reference within parentheses at the appropriate point, i.e., at the end of a direct quote or after the author's name for indirect quotes.

Tables

- Use tables for reporting extensive statistical information.
- Data in tables should not be duplicated or extensively discussed in the text. Titles of tables should be succinct yet adequately describe the contents.
- Each table should be numbered, typed on a separate page, and reference made within the text as to where it should be placed.

Illustrations

- Pictures, graphs, or drawings break the monotonous look of the article and add to its readability. Use them where appropriate.
- Original photos and artwork should be provided for final production of the article.
- Each illustration should be numbered and captions provided.
- Black and white photos are preferable, but good quality color photos are usually acceptable for reproduction.

Author's Statement

- The author must provide a signed statement certifying that the article has not previously been published or submitted for publication elsewhere, either in identical or modified form.

Deadlines

- Spring Issue - March 1
- Fall Issue - July 1
- Winter Issue - December 1

Send it In

... to the Editor

A new idea that you have penned,
Share it with a Indiana AHPERD friend.
On the Journal pages let it end.
We sure do want it... send it in!

It may be an article you did write
In sheer frustration one weary night.
But someone else it may excite
... Send it in.

Is it a cartoon that you have drawn?
Did you compose a unique song?
Could our whole profession sing along?
... Well, send it in.

Some folks are inspired by poetry,
And works of art let others see
The inner thoughts of you and me.
Please, send it in.

Then there are works that scholars do,
Great research... we need that, too.
But, you know we must depend on YOU
To send it in.

Won't you share with us your thought
That we all just may be taught?
My, what changes could be wrought
If you'd just send it in.

Tom Sawyer
Indiana AHPERD Journal Editor

Leadership Opportunities on Councils

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

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

conference.

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

PROGRAM AREAS. The various program areas include:

1. Adapted Physical Education

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

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

INDIANA AHPERD APPLICATION FOR MEMBERSHIP

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Make check payable to: Indiana AHPERD.

Send to: Dr. Nikki Assmann, 2301 Christy Lane, Muncie, IN 47304

MEMBERSHIP EXPIRES 1 YEAR FROM DATE DUES PAYMENT IS RECEIVED.

Your JOURNAL cannot be forwarded.
If a change of address occurs, please notify:

Dr. Nikki Assmann
2301 Christy Lane
Muncie, IN 47306

OPPORTUNITY FOR INVOLVEMENT

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

HELP NEEDED:

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

Nikki Assmann
Executive Director, IAHPERD
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—and add a name to our growing membership list!