INDIANA AHPERD JOURNAL

Volume 34, Number 2 Spring Issue 2005

IAHPERD

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

Affiliated with American Alliance for HPERD

Indiana AHPERD Journal

Volume 34, Number 2 **Spring 2005**

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

Contents

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CHANGE OF ADDRESS

In order to receive the **Indiana AHPERD Journal,** your change of address must be mailed to Nikki Assmann, 2301 Christy Lane, Muncie, IN 47304. A change of address sent to the Post Office is not adequate since **Journals** are ***not*** forwarded. When individuals fail to send changes of address, a duplicate copy of the **Journal** cannot be mailed unless the request included funds in the amount of $5.00 to cover postage. Requests for missed issues will be honored for eight weeks following publication date.

POSTMASTER: Send address change to Nikki Assmann, 2301 Christy Lane, Muncie, IN 47304.

Message from the President

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I had a question come to my attention the other day.

Can ROTC take the place of physical education for the Indiana requirement? My first reaction was that it makes me MAD. How can someone think ROTC can do what I as a physical educator can do? What are they thinking? I sure don't try to replace the math teacher; why are they picking on me? (By the way, the answer is NO.)

After I sat and thought about it for a while, my thought was…What kind of physical education program is at that school? When was the last time the physical education teacher invited the principal to see what great things were going on in the classes? How many minutes a day do the students just sit there and wait for their turn? Are the teachers putting dents in the gym floor from the chair they are sitting on? How many days are TOB days in the gym-you know? **T**oss **O**ut the **B**all.

Accountability

Is it time for us to step up to the plate and say-"Hold me accountable."? The ISTEP and/or No Child Left Behind are making the academic subjects more accountable—like it or not. Is it time for us as a profession to say, "We can make a difference in academics!" (There is a recent California study that demonstrates that students who are more physically fit, perform better academically.)

We will do fitness assessment in the fall and then again in the spring. If there is not an increase in my students' fitness level or knowledge of wellness, principals then call me on the carpet for it. HOLD **ME** ACCOUNTABLE! I bring all of these questions to the forefront because the nation is talking about our profession and what we have been doing for a long time. Headlines on obesity, eating better, wellness, and being active are in the newspaper daily. All these topics are **OUR** profession's expertise! We know what to do with all of these problems. We know what children and adolescents need to be doing to lose weight. We know what goes into a wellness program. We train teachers in all our colleges and universities to be knowledgeable on these topics.

It is time to take action for our profession—in all of the HPERD areas.

What advocacy efforts have you done to make people sit up and take notice of your program? What have you done to show them that you make a difference in the academic performance of the students? No Child Left Behind is not going away anytime soon.

College Professionals? Do you have a majors club that makes a difference in the community? Do you teach how to be an advocate at the grassroots level? Do your students know how to contact their legislator or a school board member and do they know what to say?

H stands for **H**ealth. Are we teaching our students what wellness is? Are we teaching nutrition? Do we advocate for healthy choices in vending machines? Do you know what the USDA Wellness Policy is for 2006? Check the website for USDA Policy.

PE stands for **P**hysical **E**ducation. Are we educating the physical side of your students? Do we know the six NASPE standards? Do we have too many TOB days? Do our new teaching graduates know they need to go in and make changes in the schools?

R stands for **R**ecreation. This does not mean that we leave the recreation up to the YMCA and recreation majors. Everyone should be promoting recreational activities. When was the last time you had intramurals as an after school activity? How many times do we go to the local nursing home and recreate with the elderly? Have we tried to help our students with disabilities develop more recreational skills?

D stands for **D**ance. Does this mean I need to be a dance buff to implement rhythmic activity in my classes? Does dance only mean cultural dance? Dancing only for the ballarinas? What happened to teaching square dance, folk dance, line dance, made up dances—just to get our youth off their behinds?

YOUR STATE ASSOCIATION IS TRYING TO HELP!
JOIN US FOR IAHPERD 2005 STATE CONFERENCE AND EXPOSITION
ON NOVEMBER 9-11, 2005.
THE TIME IS NOW TO PLAN AHEAD.

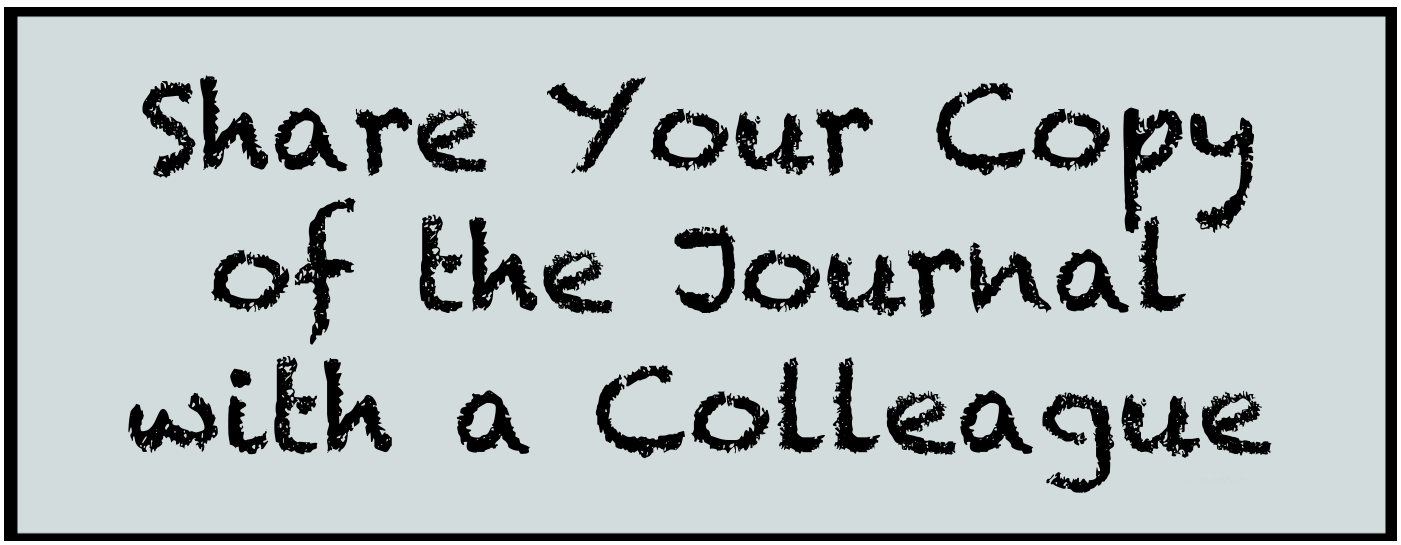
CAN YOU HEAR ME NOW???.... WE ARE LISTENING TO OUR MEMBERS!!!

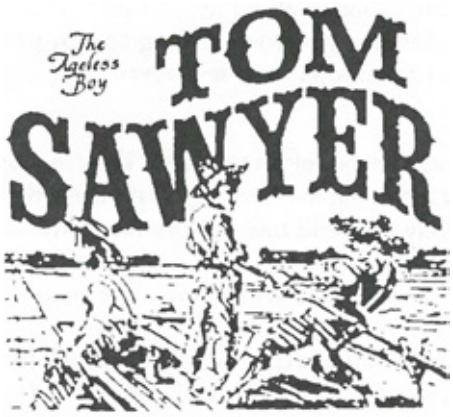
Based on what you have told us in the Conference Evaluation ... we have:

1. Moved to **improved conference facilities** … from IUPUI to the Radisson Hotel City Centre. YES, we will have "gym" activity rooms.
2. Planned to **accommodate teacher schedules.** We are going with a new Thursday and Friday format. If all of your staff can't come for the entire conference, some could come on Thursday and the other half on Friday. This will also free up your weekend.
3. Negotiated for **discounted hotel room prices** so more members can afford to stay overnight and enjoy the sites and sounds of Indianapolis. Can't beat the price in downtown Indy in the fall!
4. Also negotiated with the hotel for **reduced fees for the parking** garage. And so close to everything downtown.
5. End our sessions **each day at 4:00 p.m.** providing plenty of time to enjoy the Indy night life. YES—NIGHT LIFE!!
6. A **larger space to visit with our sponsoring companies** and **organizations**. Instead of a hallway, we will have an Exhibit Hall with a demonstration area. This is really an added benefit for members who make their equipment purchases at the conference.
7. Opportunities to **hear nationally known speakers**, i.e., teachers of the year and keynote speakers. Learn from the best.
8. Moved the **awards program to the afternoon** to better recognize our members' accomplishments. We are planning an All Conference Social immediately following so you can visit with friends and have some refreshments on us.
9. **Dance performances spread out** throughout the conference to better showcase the talents of many Hoosiers.

ONE LAST QUESTION?

Do you take the challenge to make a difference in your profession? In your students so no child is left on their behind? In your community? Step up to the plate!





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The 10 Best and Worst States for Fit Kids

Find out which states make children's nutrition and physical education a top priority.

by James Worrell

Raising fit kids is a challenge across America, but is it easier or harder than average where you live? To see whether your state is on your side or on the sidelines, we spent five months studying mandated school fitness and nutrition policies. We also examined a dozen-plus other factors relating to healthy lifestyles including the availability of safe playgrounds, rates of participation in youth sports, and the number of fast-food restaurants.

What we uncovered was astonishing: Just one state requires physical education (PE) class for all students daily, only 1 in 4 specifies a reasonable PE class size, and only two-thirds teach elementary school students about nutrition.

"Most states are failing kids and their parents," says Suzanne Smith, an obesity expert and an adviser for our story.

Read on to see if your state is among the best or the worst. Even the top states need improvement (and many have legislation in the works); so, once you're armed with the facts, go to child.com's Action Center to advocate for bills mentioned in this story.

THE 10 BEST STATES

1. Connecticut

Our top state didn't have a plan to combat childhood obesity just a few years ago. Then, lawmakers sprang into action. Legislation that took effect in July requires physical activity daily for kids in kindergarten to fifth grade.

"If a child doesn't have a gym class on any one day (the state encourages 60 to 90 minutes of PE per week for kindergartners to third-graders and 80 to 120 minutes for fourth- to sixth-graders) the school must offer recess," says state Rep. Themis Klarides (R), who introduced the legislation.

The law also requires that schools sell low-fat dairy products, water, and fruit when kids are allowed to buy food.

A pilot project that began in September in five of the state's schools goes one better, replacing junk food and soda sold in the cafeteria with only nutritious items, like yogurt and fruit.

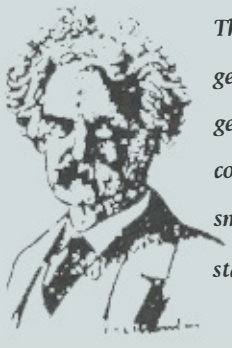
"The elementary school students haven't complained about the change," reports Colleen Thompson, R.D., co-coordinator of the project.

2. New York

In the late '80's, when most schools were establishing contracts with soft drink companies, New York passed a bill banning the sale of soda, gum, or candy from the beginning of the school day to the end of the lunch period.

"It was progressive for its time," says Bob Stern, program manager for the New York State Assembly Task Force on Food, Farm, and Nutrition Policy. "We're now working on ways to stay ahead of the curve."

As we went to press, the state's proposed budget included $3 million over the next two years for a childhood-obesity-prevention program. The governor's



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

— Mark Twain

office is also developing Active-8 Kids, a campaign to get children ages eight and under involved in sports.

On the drawing board: legislation that would extend the ban on soda and candy to the end of the school day and raise time requirements for PE (94% of high-schoolers take PE, the most of our survey and double the national average).

3. Vermont

In 2003, the state launched its Fit & Healthy Kids Initiative which includes grants for communities and allocates additional funding for Run, Girl, Run!, a program to increase self-esteem and fitness in middle school girls. It begins with an eight-week summer session to train for a 5K race and offers hiking and snowshoeing during the school year.

Education officials have also drafted a model fitness and nutrition policy. It calls for 150 minutes of PE weekly plus daily recess for students in elementary school (current law requires PE twice a week but doesn't specify an amount of time) and prohibits the use of vending machines during school hours. School districts were reviewing the policy at press time; officials want to have it adopted for the upcoming school year.

4. Massachusetts

Residents are enthusiastic about sports—and not just the Red Sox. About 1 in 6 of the state's children plays U.S. Youth Soccer—the most of our survey—and about 1 in 10 participates in Little League Baseball or Softball. Parents get off the couch, too: More than 80% of adults spend some leisure time doing physical activity and, as a result, they're leaner than many of their counterparts around the country with a rate of overweight and obese adults ages 18 to 34 that is significantly below the national average.

Massachusetts is also home to one of the largest Safe Routes to Schools programs in the country; it encourages children to walk or bike to school with parent escorts, offers pedestrian-safety training, and advocates for easier-to-navigate sidewalks, crosswalks, and streets. The results have been impressive so far: In one elementary school, the number of students who hoofed it to class rose from 38% to 56% in just two years.

Nutrition and PE classes in schools are a weak spot, but legislators are close to reform. At press time, state Rep. Peter Koutoujian (D) introduced a bill requiring about three hours a week of PE class or recess and 50 hours yearly of nutrition or wellness education.

5. Missouri

With increased emphasis on standardized reading and math scores, more and more schools are cutting out recess. Missouri is one of only three states requiring the break for elementary school students. The state is also improving PE classes. Case in point: Scores in its standardized physical fitness tests given to fifth- and ninth-graders have risen in the last five years.

One in six Missouri children participates in a YMCA program and the state is one of about two dozen that takes part in two comprehensive government programs to track health behaviors in preschoolers and teenagers.

6. Maine

Parents are good role models in this state: They're more likely than the average to eat five servings of produce daily and much more likely to spend their leisure time involved in physical activities. Nearly 40% of moms are breastfeeding at six months, also above the national average.

The state government helps out, too: banned junk food in the cafeteria and struck a deal with the soft drink industry to remove advertisements from schools. Lawmakers are now debating bills that would require chain restaurants to supply calorie information on the menu and have schools give parents confidential reports about their child's weight.

7. West Virginia

West Virginia is the only state in the country that requires students to take the President's Physical Fitness Test, a government-sponsored program that assesses a child's fitness level in five activities, including pull-ups, curl-ups, and running. Students in all grade levels take part in the program. And, the state is only one of fewer than a dozen requiring school districts to evaluate students' fitness levels periodically.

The school cafeteria is looking healthy as well. West Virginia booted candy, soft drinks, and gum out of schools in 2001 and is also one of five states requiring that whole grains be served five or more times per week.

8. Wisconsin

Almost 80 schools in the state give their students a fun homework assignment: Dance, play soccer, or take part in other sports—preferably with their parents. Many participating schools in the four-year-old Movin' Schools Program earn gift certificates for gym equipment or cash. Each activity is worth a certain number of "miles."

"Schools are being extremely creative," says Keith Bakken, executive director of the Wisconsin Association for Health, Physical Education, Recreation, and Dance in LaCrosse. "The classes 'race' each other to a desired destination, such as Yellowstone National Park or Washington, DC."

Wisconsin schools have also received the third-highest amount of physical education funding from the U.S. Department of Education. Only California and New York, states with much larger populations, have snagged more funding. How did Wisconsin spend the grant money? Says Bakken: "Some middle and high schools have state-of-the-art weight rooms, and many elementary schools offer climbing walls or in-line skating programs."

9. Arkansas

In 2003, realizing that many moms and dads don't know whether their child weighs too much or are in denial

about it, Arkansas became the only state in the nation requiring that schools report to parents a child's body mass index (a measure of weight vs. height used to determine whether a person is overweight).

"Some parents told us that although they knew their child was overweight, they weren't motivated to do anything until they saw it in writing," says Joy Rockenbach, program director of the Arkansas Body Mass Index Initiative.

The report encourages parents to have their child's doctor confirm the BMI measurement and offer suggestions about how to take action.

A side benefit: The report helps determine whether changes to their PE or lunch programs result in better BMIs. Legislation in 2003 eliminated elementary school students' access to vending machines.

10. Illinois

This Midwestern mecca has long been the only state to require PE classes daily for all students. Unfortunately, it's not quite as good as it sounds: The state has waived the mandate for about one-quarter of its school districts and a study from Illinois State University in Normal suggests that another 40% of elementary schools skip daily PE without a waiver. Even so, a third of young kids having daily PE is much better than the national average of 8%.

"Plus, the state offers some creative programs," says Beth Mahar, past president of the Illinois Association for Health, Physical Education, Recreation, and Dance.

Among them: the new Namaste Charter School for kindergartners and first-graders in Chicago; it integrates an hour of PE, which includes yoga and Pilates, and a half hour of recess into each school day.

THE 10 WORST STATES

50. Alaska

The state requires PE only for high school students. When it's offered in elementary schools, about 85% of courses are taught by classroom teachers rather than the preferred certified PE specialists. In a new safety rating, playgrounds in the state's parks scored poorly.

49. Nebraska

PE is required just once per week in elementary school, nutrition isn't taught to young children, and the state doesn't require or recommend recess. Parents aren't setting a good example, either: Four in five don't get five servings of produce daily.

48. Nevada

This state doesn't require PE in elementary school. Kids aren't active on their own either with just 1 in 14 participating in YMCA programs and 1 in 29 playing youth soccer, below the U.S. average.

47. Mississippi

In a government study of 32 states, Mississippi had the highest percentage of heavy high school students; about 15% carry around too many extra pounds and another 15% are on the verge of being overweight.

46. Kansas

This state does things half right. It encourages school districts to follow PE standards but doesn't balk if they do their own thing and it recommends allowing recess for elementary school students but doesn't ensure it happens.

45. South Dakota

It's one of two states that don't require PE at any grade level. Legislation that requested school districts review (not even ban) the sale of soft drinks and junk food in the school cafeteria didn't pass the state Senate last year.

44. Alabama

Two-thirds of 35- to 49-year-olds are overweight or obese, the parks are in bad shape, and kids aren't active in youth sports.

43. Idaho

Kids and parents are leaner than average here. The playgrounds located in parks, however, are a mess with about half the equipment containing splinters and rust.

42. Wyoming

Nutrition is a weak spot in this state. It doesn't require that the subject be taught to elementary school students or have legislation restricting junk food in the school cafeteria.

41. Iowa

You'd think this farming state would be loaded with produce lovers but a mere 17% of adult residents eat five servings of fruits and veggies daily, the third-lowest amount in the country.

The Complete List

1. Connecticut
2. New York
3. Vermont
4. Massachusetts
5. Missouri
6. Maine
7. West Virginia
8. Wisconsin
9. Arkansas
10. Illinois
11. Montana
12. Georgia
13. California
14. Rhode Island
15. Texas
16. New Jersey
17. Oregon
18. Minnesota
19. Colorado
20. Florida
21. Utah

22. Maryland
23. Indiana
24. Washington
25. Michigan
26. Hawaii
27. South Carolina
28. Louisiana
29. Pennsylvania
30. New Hampshire
31. Kentucky
32. Virginia
33. Ohio
34. New Mexico
35. Oklahoma
36. North Carolina
37. North Dakota
38. Delaware
39. Tennessee
40. Arizona
41. Iowa
42. Wyoming
43. Idaho
44. Alabama
45. South Dakota
46. Kansas
47. Mississippi
48. Nevada
49. Nebraska
50. Alaska

Our Championship Team

The following individuals and organizations contributed to the development or analysis of these rankings: Action for Healthy Kids, Centers for Disease Control and Prevention, Food Research and Action Center, Little League Baseball and Softball, Melinda Johnson, R.D., a Phoenix-based spokesperson for the American Dietetic Association, Dolly Lambdin, Ed.D., the Austin, TX-based president of the National Association for Sport & Physical Education, Julia Graham Lear, Ph.D., director of the Center for Health and Health Care in Schools in Washington, DC, National Association of the State Boards of Education, National Coalition for Promoting Physical Activity, National Conference of State Legislatures, National Program for Playground Safety, Robert Pangrazi, Ph.D., professor emeritus in the department of kinesiology at Arizona State University, The President's Council on Physical Fitness and Sports, Eric Small, M.D., Mount Kisco, NY-based chair of the American Academy of Pediatrics' (AAP) Committee on Sports Medicine & Fitness, School Nutrition Association, U.S. Census Bureau, Suzanne Smith, senior project manager of obesity for the American Heart Association in Dallas, Howard Taras, M.D., professor of pediatrics at the University of California-San Diego and member of the AAP's Task Force on Obesity, U.S. Youth Soccer, Reginald Washington, M.D., Denver-based co-chair of the AAP's Task Force on Obesity, and YMCA of the USA.

Apply for an IAHPERD grant

Whats on your wish list?

- ❏ Workshop for parents
- ❏ Fun and fitness - intergenerational night out
- ❏ Cooperative public information program with American Heart Association
- ❏ Teen abstinence program
- ❏ Adaptive materials

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Visit IAHPERD website at www.indiana-ahperd.org

2005 IAHPERD PHOTO CONTEST

Announcing

Do you enjoy taking photographs? Would you like to show off your talent and have the opportunity to be recognized for it? Then you won't want to miss out on the 2005 IAHPERD Photo Contest!

IAHPERD members who are amateur photographers are invited to submit entries for the 2005 Photo Contest. The deadline for submissions is Friday, September 2, 2005; so grab your camera, find your subject, aim, focus, and capture the winning photograph!

RULES

1. Open to all amateur photographers who are IAHPERD members.
2. An entry comprises one 8 x 10 black and white or color print (unmounted) of health, physical education, recreation, dance, or sport activity.
3. Each entry must include your name, address, and phone number on the back of the photograph.
4. There is no entry fee; however, all entries must be postmarked by September 2, 2005.
5. Photographs become the property of IAHPERD and will not be returned.
5. All entries will be judged by a panel of IAHPERD representatives who will select the finalists and overall "Best of Show".
6. In all matters relating to the competition, the judges' decision is final and no correspondence will be entered into.
7. IAHPERD reserves the right to use photos received free of charge for promotional purposes.
8. While every care will be taken with entries, IAHPERD cannot be held responsible for their loss or damage, however caused.
9. The negatives of the entrees judged as Finalists and "Best of Show" will need to be provided at the completion of the contest.

AWARD RECOGNITION

- All entries are eligible for a special certificate.
- All photos received will be considered for publication in promotional materials.
- Finalist entries will be displayed at the 2005 State Conference and Exposition in Indianapolis.
- Best of Show will receive an IAHPERD award plaque.

SEND ENTRIES TO:

Kim Duchane
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North Manchester, IN 46962

For more information, visit the IAHPERD website at www.indiana-ahperd.org or email Kim Duchane at kaduchane@manchester.edu.

AAHPERD 2006
National Convention & Exposition

April 25-29 Salt Lake City Salt Palace Convention Center

Sponsored by
American Alliance for
Health, Physical Education,
Recreation and Dance
In partnership with
Southwest District AAHPERD
& Utah AHPERD

AAHPERD 2006
Visions for our Future
Reflections on our Past

Call for Proposals

You are invited to...

Submit an **AAHPERD 2006** Presentation Proposal Online

www.aahperd.org

Association Presentation
Submission Deadline
May 15, 2005

Research Consortium
AAHE Research Coordinating Board
Submission Deadline
July 15, 2005

Notification of Acceptance/Rejection
September 30, 2005

AVAILABLE ONLINE JANUARY 30, 2005
Research Consortium not available until April 2005

The Killer Calorie: Addressing Childhood Obesity

George Grippo

Everyone knows regular exercise is important for good health. It helps our cardiorespiratory system while having a positive effect on body weight, stress, depression, and more. Research also indicates exercise can actually have a positive impact on life threatening illnesses such as cancer. The problem is most people don't exercise enough. Our society has become very inactive. As a result, the U.S. is facing an overweight/obesity crisis. According to the latest study by the Council for Disease Control, obesity is right behind tobacco as a leading cause of death in America. The U.S. Surgeon General calls it an epidemic. Research shows 64% of the adult population is overweight or obese. What makes this crisis even more foreboding is studies indicate that 15% of children between the ages of 6 and 19 are already overweight or obese. This does not bode well for future generations and the cost of keeping them healthy; and it makes the job of health and physical education teachers that much more difficult.

Several factors have delivered us to this critical point: the general reduction in daily physical activity over the last 30 years brought about by transportation conveniences and advances in electronic technology and the overwhelming use of television, computers, and electronic games, to name a few. The reduction of physical education instructional time in some school curriculums has not helped either. Add to this our penchant for high calorie diets and bingo, America's children get fatter every year.

What is the solution? Education. We need to start early teaching children what causes weight gain and what can prevent it. There is a product that can help teachers accomplish this educational challenge. This 21st Century educational device is ready to take center stage—the calorie-counting heart rate monitor (HRM). Advances in electronic technology allow accurate measuring and reporting of calories burned—by the minute, hour, or all day, in real-time.

Why is it important to know how many calories the body uses? How can this help avoid weight gain? Too many calories consumed over time add pounds. Knowing how many calories our body needs will help manage weight. Just as the blood pressure monitor helps hypertension sufferers. What we don't know about our body…can kill us! So, children should be taught early in life about calories and how they affect weight. In order to lose weight and more importantly keep it off, calorie consumption needs to be below or equal to calorie expenditure. This is an important lesson! A calorie-counting HRM is as useful to children and adults who are overweight and obese as the blood pressure monitor is to hypertension sufferers. Both are vital feedback monitors measuring and informing on how our body is performing.

The Killer Calorie, what is it? Can't see one or measure it like an inch or foot. It is an "out of sight, out of mind" unit of measure to most people, particularly children. Unlikely, the average child knows what it takes to use up a calorie. That is part of the problem. That is why education, building an awareness of how the body burns calories, needs to be taught. Health and physical education programs can help accomplish this because exercise and physical activity is the "Magic Bullet" for healthy weight management. Given the country's obesity problem, a calorie-counting HRM is a useful tool to begin this education process. Calorie expenditure information gathered in a physical education class can help fight obesity just as blood pressure monitoring has helped fight hypertension. Both conditions are silent killers.

To address the obesity problem…teach children the relationship between calorie consumption and physical activity

Calorie-Counting HRM that meet the needs of the overweight population are available at EKHO Heart Rate Monitors. The EKHO brand offers several easy-to-use, affordable, calorie-counting models. The products are accurate, attractive, and durable for physical education use. EKHO Calorie-Counting HRMs are comfortable enough to be worn all day providing real-time measurement of calories burned. EKHO monitors also provide traditional heart rate feedback for use during physical activity to help control and moderate exercise intensity. EKHO Calorie-Counting HRMs are great 21st Century teaching devices, perfect to help future generations fight the battle of the bulge. If you would like more information on EKHO Calorie Counting heart rate monitors visit the EKHO website at www.EKHO.us.

PROMOTING HEALTHY LIFESTYLES

Indiana AHPERD's mission 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.

State Conference 2005

INDIANAPOLIS

IAHPERD 2005

State Conference and Exposition
Radisson Hotel City Centre

Wednesday-Friday
November 9-11, 2005

YOU are invited to experience a unique interdisciplinary blend of activity sessions, topical lecture discussions, workshops, and research presentations highlighting emerging issues and trends in health, physical education, recreation, dance, and sport.

What's in a Name?

The title "Crossroads of America" was given to Indianapolis because it is easily accessible from a wide variety of locations. It has more interstate highways bisecting the city than any other in the country, which makes traveling to Indy by car an attractive option for many. The 12th largest city in the U.S. offers the best of "Hoosier hospitality." It has a variety of offbeat and exciting things to do and places to go. It doesn't matter if you're interested in basketball, art, history, or high-octane excitement, Indy can provide friendliness and fun that is recognized far and wide.

Join your IAHPERD colleagues in Indianapolis for the 2005 State Conference!

Register and Reserve Housing Online
www.indiana-ahperd.org

Where Else…

Where else can you find so many people walking around in tennis shoes? Where else do you find people more passionate about their profession? Where else can you find a group of people that have such a positive attitude? YOU can find them at the **IAHPERD 2005 State Conference and Exposition**!

Fantastic Conference Facilities

The Radisson Hotel City Centre is located in the heart of downtown Indy. Conference attendees can stay overnight in a Four Star Hotel at a discounted price. Our conference center is just three blocks from the over 100 shops, restaurants, and entertainment venues in the Circle Centre Mall. Among the many attractions convenient to conference attendee are the RCA Dome, Conseco Fieldhouse, Museums, Art Center, Soldiers' Monument, and the Statehouse, just to name a few.

The most impressive aspect of the conference was the variety of sessions one could attend. Whatever your specialty was, there were activities and techniques you could take home with you. I used ideas I learned from the conference the very next day I taught! The companies in the Exhibit Hall were knowledgeable and helpful. How many times have you looked at a catalog and had questions about the piece of equipment? I was able to get my answers instantly."
—Carol White, New Albany

Earlybird Registration Deadline
October 15, 2005

Integrating Physical Education in the Curriculum

Jo Ellen Earhart
Flint Springs Elementary School
Huntington, IN

The author is a Jump Rope for Heart Coordinator in Region 8 and a 2005 recipient of an IAHPERD Jump Rope for Heart Incentive Award grant.

Invited Article

A study to integrate physical education with other core subjects in the curriculum was conducted by an elementary physical education teacher in northeast Indiana. Flint Springs Elementary School is one of seven elementary schools in the Huntington County Community School Corporation. The school is brand new, opening in August 2004. The students come from three prior elementary schools that were either replaced by our school or the students were relocated to the school due to redistricting in our corporation. The school has over five hundred students with a diverse population that mirrors the norm of our school corporation.

Our students receive approximately forty minutes of physical education, art, and music each week. Our related arts teachers are now renamed IMPACT teachers as our corporation believes that we have the potential to impact student learning in the classroom. Based upon this belief, our corporation has piloted a program that allows three of our elementary schools to have a full-time physical education, art, and music teacher in their buildings all year long. The other four elementary schools share two of each specialty area teachers between their buildings.

Our corporation is piloting a program that allows built-in collaboration time with IMPACT teachers and classroom teachers. During this collaboration time, classroom teachers share upcoming areas of study what academic areas students are currently struggling with, and vocabulary words that can be used commonly among the disciplines.

Physical education has the potential to impact student learning

We currently have IMPACT teacher meetings where we share areas of success, journal articles that support our efforts, websites with integration ideas, and successful integration techniques or lessons. The purpose of the project was designed to discover ways that Academic Standards of each core subject and physical education could be integrated to enhance student learning and if the endeavor is worthy to be duplicated at other schools in the school corporation.

The study attempted to answer three bias research questions:

1. What ways can core subjects be integrated into physical education?
2. What ways can physical education standards be integrated into classroom instuction?
3. Will integrating physical education and core subjects raise standardized test scores?

The common factor among the questions was the collaborative effort of teachers to effectively integrate core subjects' standards with physical education standards to enhance student learning. The use of integration of subjects was new to all teachers, students, and parents. The project director used teacher-constructed instruments, journals, and educational websites to gather data regarding the effectiveness of student learning through the integration of physical education and core curriculum. Teacher-constructed instruments included a physical education survey, a classroom teacher survey, pre and post tests of areas covered by integration, and parent interviews. The use of integration materials and research for the project extended over an eight month period of time. The project director attempted to scrutinize surveys with teachers and interviews with parents with an open mind.

As the data collected was reviewed, the teachers were impressed by the mass amount of material recently added to educational websites that demonstrate ways for integrating core subjects and physical education. We were pleased with results of pre and post tests and very impressed with the receptiveness of the program among cohorts.

At the start of the project, a survey was sent to classroom teachers and physical educators that requested feedback on two questions:

1. Are you currently integrating movement and core curriculum?
2. If so, what ways are you accomplishing the integration?

The results showed little integration of physical education in the upper elementary (1 of 10) and an

abundance of movement used in lower elementary (10 of 10). At the IMPACT meeting eight weeks into our pilot program, the project director found more integration taking place in upper elementary (8 of 10), improved integration techniques in lower elementary, and a significant increase of core classroom curriculum taking place during physical education instructional time.

Journals and books strongly support integrating academic subjects with physical education. According to

the book *"How the Brain Learns",* Sousa (2001) stated the importance of using motor skills to help the students make more connections. This is accomplished by movement using the frontal lobe and the motor cortex to learn new skills. The cerebellum then stores the new skills. The more connections that students can make between past learning and new learning, the more likely they are to determine sense and meaning and thus retain the new learning.

This is also supported by Christie (2000), "When students participate in integrative experiences, they often realize the education and personal value of what they are learning and become more actively engaged."

Jensen (2001) supports this notion by stating, "The developing brain needs successful movement and cognitive growth to activate the motor-cerebellar-vestibular system."

Without it, learning problems such as attention deficit, reading difficulties, emotional issues, weak memory skills, slow reflex skill, lack of classroom discipline, and impaired or delayed writing skills are found (p. 77).

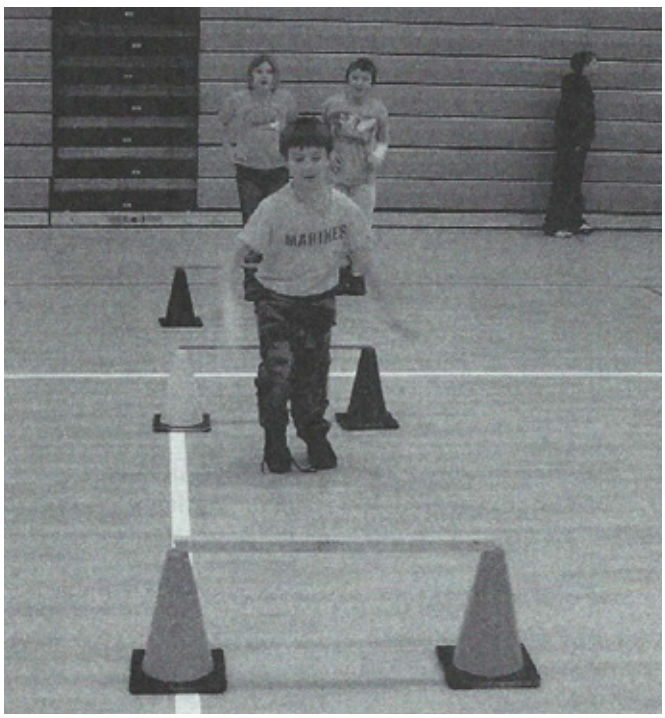
Kovalik and Olsen (2002) stated that, "Involving the rest of the body in any learning event increases the neural activity of the brain, activates the motor areas of the brain which assist in sequencing thought, increases the positive flow of epinephrine which aids transfer from short-term memory to long-term memory, and releases positive molecules of emotion."

Websites now include many integrational ideas from quick body mapping ideas to total lessons devoted to integrating curriculum. Most parent interviews (8 of 10) showed students were using body mapping skills at home for retention of material and those students had shared the highlights of an integrated lesson.

Conclusion

As a result of this research project, I am convinced that our school corporation is taking strides in the right direction. Integration provides more ways for students to make connections to the material thereby enhancing learning outcomes. Schools must react to an ever-changing environment. The integration model being used in the Huntington County Community School Corporation demonstrates that educational outcomes are enhanced when teachers collaborate to blend curriculum standards. However, to become more effective and reach more students, we must continue our "sharing of success" meetings and support each other with new ideas, discovered websites, and journals. We must also demonstrate that integration works and is just as important for upper elementary students as it is for primary grade children. With available instructional time being so tight on what teachers must cover, we must convince the teachers that refraining from this change, integration will not take more of their precious time. We must be committed to continue our pursuant to find ways for our curriculum standards to become entwined and capitalize on situations that lend themselves readily.

Examples for integration would be creating a unit that



uses orienteering with map skill standards. Both stress use of direction, navigational skills, and can incorporate fitness readily. Another example is a track unit: We can teach how to read and write times ran, how to measure distances jumped or thrown, how to estimate, add, multiply, or divide all based upon integrated curriculum, and the combined effort of the classroom and physical education teacher. Social studies could be integrated by setting up the gym in a layout of the United States. Cones could represent mountains, jump ropes as rivers, and compasses used as navigational tools to reach the next site and accomplish a task. Pedometers could be used to stress energy expenditure which could integrate math concepts, then health included as students are allowed to eat portions of fruits, vegetables, or chocolate that equals their energy expenditure.

Ideas are endless and websites such as PECentral.com, Lessonplancentral.com, and Teachernet.com support the effectiveness of integration. I am fully convinced that we must make core curriculum classes demonstrate real-life uses for students to retain and reuse the information at a later date. Physical educators must realize that they have a tremendous opportunity to impact student learning. Through collaboration, teachers will see that opening the door to change and making small changes in their curriculum will lead to enhanced learning for all their students.

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Sousa, D. (2001). *How the brain learns: A classroom teacher's guide.* Thousand Oaks, CA: Corwin Press.

Websites with Integration Ideas

Lessonplanz.com	Teachernet.com
Sites4teachers.com	PECentral.com
Educationalindex.com	Pelinks4u.org
Cyberbee.com/pe.html	Pelinks4u.org/units.htm
Teachcircus.com	Lessonplancentral.com

Awesomelibrary.org/classroom/health_pe/sports.html

Teachingideas.co.uk/pe/contents.htm

Reviewed Article

Extending the "Pay Me Now or Pay Me Later" Theme: Five Levels of Advocacy

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"Pay Me Now or Pay Me Later" (Cone, 2004) is the title of a recent article reflecting on the nearly decade since the historic 1996 Surgeon General's Report on Physical Activity and Health (United States Department of Health and Human Services [USDHHS], 1996). Physical educators have used this or a similar philosophy for several years to persuade others that their discipline plays an important role in public health. The rationale of this slogan is that society can pay now by instilling or developing positive habits during physical education which could prevent society paying later through increased health care costs. However, society has yet to fully subscribe to this theme. This conflict of interest in our society is highlighted in a recent business magazine which listed the 2005 "Hot List" for best entrepreneurial businesses (Axelton, Cooper, Kooser, et al., 2004). Listed as the top business trends or opportunities were kids' plus-size clothing (for overweight and obese children and adolescents) and health clubs (for you and your pet). It seems that even the business world is on the fence with this issue, promoting opportunities to "cash-in" on our society's obesity epidemic and physical fitness endeavors.

While physical educators subscribe to the aforementioned philosophy, this "prevent now or pay later" slogan can also be useful when addressed from another point of view. "Pay Me Now or Pay Me Later" is appropriate in these turbulent times for physical education, which is under attack. A recent article in *The Indianapolis Star* highlighted the tough budget decisions facing school systems where schools are passing out pink slips by the handful and turning to cheaper, outside organizations for program operations (Hupp, Feb. 20, 2005).

As a profession, if teachers do not advocate for the importance and need for quality Physical Education in schools, it may continue to pay later through reductions in programming, equipment, and status within the schools. Advocacy is the act or progress of working for or against a cause, policy, or proposal. This can include many activities ranging from forming coalitions and partnerships, grassroots efforts, lobbying legislators or other decision makers, to contacting the media. Physical educators can no longer expect to teach in the gym and assume the public knows that quality programming is taking place.

Every physical education teacher is an advocate. Even if teachers never leave the gymnasium, the way in which they provide programming advocate either for or against future development in their area. Are teachers providing positive student experience with the 'new PE' activities of current, relevant lifetime topics, such as heart rate monitors or individualized fitness plans? Alternatively, are they providing a negative image by supervising their sixth week of a perpetual basketball tournament? Physical education teachers are advocates by the type of program they provide.

Physical education has never had more of an opportunity to make a positive impact. Medical experts and organizations throughout the county are stating the benefits of daily physical activity. Everyday there seems to be an article in the local paper or national news magazines informing us that children are unfit and overweight. Yet, these outlets do not necessarily turn to the teaching professions or school systems for the answers or solutions where programs are already in place. Thus, while physical education has a great opportunity, it has also never been so threatened. Advocacy efforts for the discipline will be crucial over that next few years to shape the future of our profession.

The first step in advocating for physical education is to find allies and combine efforts. Currently, a great place to begin is with the members of the Coordinated School Health Programs (CSHP, sponsored by Indiana Department of Education). If schools do not have a formal CSHP, potential participants of this group are already employed in the school can still be contacted and organized. In addition, teachers need to contact, inform, and address the five basic advocacy areas to increase and resources for programs: legislators, school administration, general public, fellow school professionals, and students.

Legislators

The first level of advocacy efforts focuses on the legislative body which consists of policy makers or influencers. This group is comprised of local officials, Indiana representatives and senators, Indiana Governor, as well as federal representatives and senators. As voters, teachers have a voice in the choice of those who represent them and how he or she votes on legislation. The Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) advocacy committee provides resources for members to contact their legislator, keep abreast of current legislation, and even sample letters. If teachers do not contact their legislators, these policy makers cannot know how teachers feel or believe.

There are many lobbyists at the statehouse doing their best to persuade Indiana representatives and senators on many issues. For example, the current House Bill 1343 needs support. This bill, the School Environment Bill, addresses physical activity in elementary schools, healthy nutritional choices, and mandates the development of a wellness committee. Large corporations with a tremendous amount of financial power and keen financial interest in school vending machines are talking to state legislators. They would like to keep vending status-quo; but alternate, healthy choices are available. Have teachers contacted their legislators to indicate their support of the bill?

As the saying goes, "If you do not vote, you cannot complain."

In addition to the school environment bill, the new Indiana Governor is suggesting sweeping changes in school funding. Indiana representatives and senators need to know teachers opinions. Physical Educators are the experts when debating the need for physical activity!

School Administration

The second level of advocacy is the school administration. Over the past few decades, physical education has enjoyed a great amount of autonomy in the schools. However, that autonomy physical education has enjoyed seems to be currently haunting the discipline as well. Physical education has repeatedly been left out of standardized state exams and No Child Left Behind (NCLB) legislation. While some may be thankful not to be caught in the furry of the pressure of these issues, the discipline is also not receiving the attention or funding that comes with pressure of student performance. Most National Association for Sport and Physical Education (NASPE) delegates believe physical education should be included in the NCLB Act (Burgeson, 2004). School administrators have a tremendous amount of pressure to perform on these standardized exams. Physical Education can play a vital role in this area by assisting exam performance, but teachers need to inform their administrators of these possibilities.

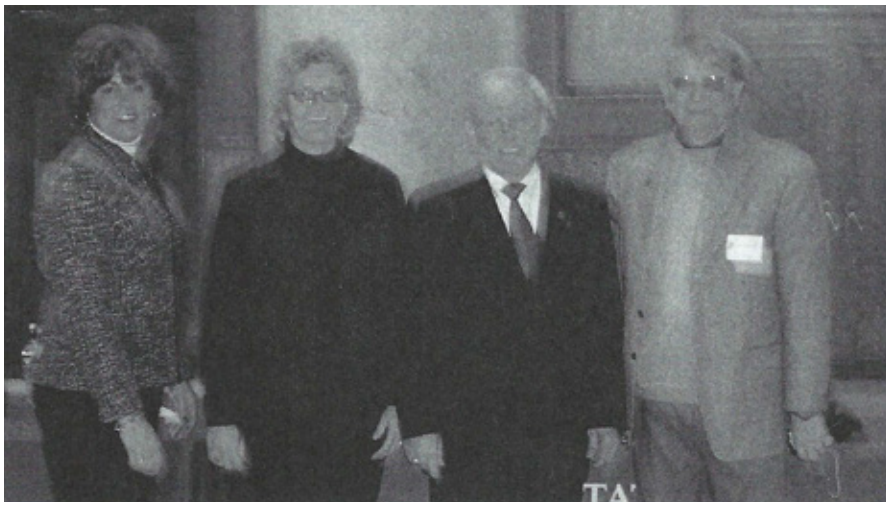
The first step in advocating the administration is by providing a quality program. Administrators will support a good, sound, meaningful, and useful curriculum. Teachers need to inform their administration of the engaging activities contributing to student learning happening in the gymnasium. This means stopping by the principal's office, inviting him or her to an activity in the gymnasium, sending a memo, or even constructing a bulletin board. This also means attending school board meetings or meeting with the superintendent to inform and sometimes defend your program, even when physical education is not on the agenda. The results of teachers spending extra time going beyond the traditional curriculum, organizing school performances, and writing grants to fund equipment, produce results with administrators. Nothing also brings notoriety to your program like a well-organized event where parents can watch their child perform and be recognized. The bottom line is that teachers need to develop and maintain communication with their administration. Administrators need to know teachers goals and needs to begin or enhance the communication process.

General Public

The third area of advocacy is the general public which includes the parents of students. This can be done by contacting your local media outlets about a program, event, or activity that physical education teachers are providing in the schools. These events can be those during the school day or those happening in after-school programs. Positive press will bring notoriety to the teacher, his or her program, and school. Teachers can also write letters to the editor about current issues. Physical educators can weigh in on the obesity issue (no pun intended) in local media outlets. Are teachers prepared to defend their area in light of the current school budget cuts? Can teachers state why physical education is important in the schools?

Newsletters are also a great source of information dissemination for parents. Teachers should write a segment in the school newsletter or even start a newsletter for their own program. These can be posted on the school or department web site or sent electronically to save money in the budget. As experienced teachers will tell you, nothing beats a personal, positive call or letter from the teacher. Use this tool to inform parents of a good effort, positive behavior, or important information such as heart rate monitor information or BMI. Sending homework with students also provides a great opportunity to advertise curricular events and educate parents on the quality of instruction and important concepts. Parents and the general public should also be invited to the school performances and "Jump Rope for Heart" or "Hoops for

Heart" activities. Teachers should also be involved in the parent organizations with their schools. This not only provides exposure for the physical education department, but funding opportunities are also found here. Creating opportunities to be visible in the eye of the general public and parents is a key advocacy strategy.



Rep Friend and IAHPERD Reps
(L to R Lisa Hicks, Audrey Satterblom, Rep[1]. Friend, and David Anspaugh)

School Professionals

The fourth area to address in advocacy is fellow school professionals of physical educators. Physical education professionals do not use this resource often enough. Teachers can begin with their own area. Work together with fellow teachers to provide a new, creative, quality program. When developing new or creative programs, the load is much easier when shared. Teachers can also work with other academic areas to locate support for each other. For example, teachers can institute a pedometer activity and involve the math teacher for cross-curricular programming. Teachers can begin a heart rate monitor activity and invite the biology teacher for support in a similar fashion. Providing connections between content helps students learn and builds professional relationships within the school.

Teachers can also develop a school TV announcement promoting a current issue in the school (hand washing, healthy lunch choices, etc.) which can include students and teachers from several disciplines and promote teachers and their program at the same time. Teachers also need to network to identify their allies in advocacy. This can be done in the school, at professional development days or other in-service opportunities. The most important aspect is getting involved in the state and national professional organizations. The IAHPERD State Conference provides the opportunities for teachers to learn from others experiencing the same issues.

Students

The final area to address in relation to our advocacy efforts are the students currently enrolled in the school. While some may disagree that teachers even need to focus on these individuals, these individuals are the parents, school board members, and even legislators of tomorrow. If these individuals have a good experience in physical education, they are much more willing to support this area in the future when they become the decision makers. In some respects, physical education is paying for our past 'sins' in physical education. Adults often site the horrors of dodgeball or other similar negative activities as their most memorable moment of their physical education. Individuals often site that they dislike or disvalue physical education because they experienced unrewarding teacher practices of placing students on display (performing in front of others), emphasizing competition, and providing public embarrassment (Carlson, 1995; Olafson, 2002; Osborne, Bauer, & Sutliff, 2002). While the perceptions of adults are often difficult of change without a tremendous amount of effort, students' attitudes are more malleable, thus easier to persuade.

Teachers need to start with their current base of students to make a positive impact. As research has shown, this can be done by providing programs that meet the needs of the individual student which provide meaningful, relevant content and provide an opportunity for student choice (Carlson, 1995; Chen, 1996; Luke & Cope 1994; Luke & Sinclair, 1991; Weinberg, 2001). Those who experience a positive learning environment will be much more willing financially support future programs.

In conclusion, advocacy needs to be an integral part of both K-12 physical educators and higher education teacher education programs. The key to advocacy is simple: Provide a quality program and tell everyone about it! Not only do current teachers need to be proactive in promoting their programs, but individuals in higher education need to provide preservice teachers with the tools necessary to become advocates for their programs. If preservice teachers are not taught how to influence the legislators, administration, general public, fellow professionals, and students, in a positive fashion, physical education may continue to experience a negative shift in these programs. Private sectors may start to provide necessary programs rather than the school systems already in existence. Keep physical education in the schools by advocating for physical education!

Selected Advocacy Resources for Physical Education

Indiana Association for Health, Physical Education, Recreation, and Dance Website: www.indiana-ahperd.org (sample letter, state news, pictures, etc.)

National Association for Sport and Physical Education Website: www.aahperd.org/naspe (sample letters, statistics, advocacy kit, PE checklist, etc.)

Indiana Coordinated School Health Program Health Website: www.doe.state.in.us.gov/CSHP

National Coordinated School Health Program Website: www.CDC.gov/HealthyYouth.index/htm

PE4Life Website: http://www.pe4life.org (Free community action kit and resources for advocating daily, quality physical education).

Tappe, M.K., & Burgeson, C.R. (2004). Physical education: A cornerstone for physically active lifestyles. *Journal of Teaching in Physical Education,* 23, 281-299.

Selected Resources With Connection Between Physical Activity and Academic Achievement

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California 2002 DOE Study Website: www.cde.ca.gov/nr/ne/yr02/yr02rel37.asp (Links academic achievement with physical fitness in grades 5, 7, & 9)

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Education Reform

Movement is Key to Learning

Jeff Haebig
Featured Speaker, IAHPERD State Conference
Rochester, MN

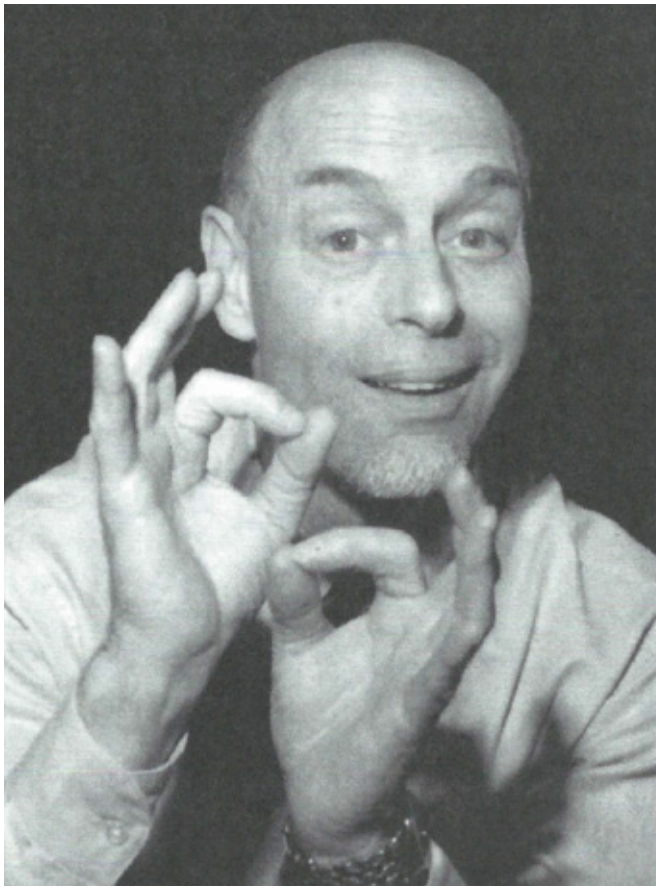
Learning has been redefined thanks in large part to advances in biological and neuroscientific research. We know more how body/brain cells and system work, how short-term and long-term memory are created, how to heighten attention and boost motivation naturally, and how to effectively build academic performance skills (reading, writing, spelling, and math).

Current educational practices originating in the early 19th century were created prior to this research. Many traditional methods passed on to six generations of students cause unnecessary learning challenges, frustration, low self-worth, high-stress, even aggression. The lock-step, assembly-line approach fails to recognize the developmental readiness and learning-style preference of many students. Packed curriculums and high-stakes testing have added to the burden. It's time to apply body/brain research and allow each student to develop his/her learning potential in natural, enjoyable ways.

Teachers utilizing this research suggesting how the body/brain learns best are creating spellbinding results. Corporate trainers have documented huge savings. Training time is cut, sometimes in half. Employees learn as much, sometimes more than the traditional, pack n' stack, nose-to-the-grindstone, locked-to-the-chair approaches. What distinguish these highly effective methods is rich sensory engagement, heightened emotional involvement, and a high-degree of movement (physical activity). Let's glance at how movement enhances learning:

1. Repetitive movement inhibits primitive reflexes, allowing emergent reflexes and voluntary movements to take over, making academic performance skills such as reading and writing more effortless and enjoyable.
2. Attention problems caused by vestibular-reticular weakness can be remedied through neuro-stimulation including rolling, spinning, swinging, balancing, and change of direction activities.
3. Visual fixation, near and far point accommodation, smooth-eye pursuit, peripheral and binocular vision—all essential for reading and writing success are improved.
4. The vestibular-cochlea system involved with auditory processing needed for language and reading development is strengthened.
5. Body awareness and a sense of directionality (e.g., right, left, top, bottom, forward, back) improves for reading, writing, spelling, and math success.
6. Sensory dominance and laterality (having a preferred eye, hand, foot and ear) emerge helping students know which parts of the body are in charge to carry out academic skills.
7. Cross-lateral movement speeds inter-hemispheric transmission of impulses from one side of the brain to the other, important for reading, math, writing, even creative thinking.

HPERD professionals can play a dominant role in educational reform



8. Proprioception and co-contraction of muscles, tendons, and joints improve allowing students to sit still, focus steadily and attend to their work.
9. Sensory discrimination and tactile sensitivity are fine-tuned allowing students to write more effectively and avoid distractions that interfere with learning.
10. Hypo- and hyper-sensitivity of the sensory system causing tactile defensiveness, learning and behavioral problems can be remedied through sensory-motor activities.
11. BDNF and other Nerve Growth Factors are produced along with new brain cells, expanded dendrite branches and increased myelin improving neural communication.
12. Oxygen, glucose, hormones, enzymes and peptides are pumped throughout the body/brain resulting in heightened states of arousal required for faster learning.
13. Gross-motor movement creates dopamine, the pleasure/reward chemical resulting in heightened motivation; this helps counteract learned helplessness felt by many students.
14. Increases in dopamine produced by movement orchestrates frontal lobe activity required for decision-making, problem solving, and other higher brain functions.
15. Serotonin, adrenaline, endorphin and other anti-depressing chemicals needed for mood regulation increase, influencing optimal emotional learning states.
16. Cardiovascular exercise builds breathing efficiency, more capillaries, and improved blood circulation enhancing body/brain function and improved stamina needed for vibrant learning.
17. Movement sequences involving the cerebellum produce long-term implicit memory and automatic skills improving reading, writing, spelling and math performance.
18. Sports, exercise, and physical activity games provide needed downtime, allowing new learning connections (synapses) in the brain to adhere and strengthen.
19. Exercise helps modulate stress, regulating stress hormones more quickly.
20. Sufficient exercise improves the quality of sleep needed to strengthen and prune new neural networks that shape learning.

Movement is integral to learning. As movement specialists, health, physical education, recreation, dance, and sport professionals can play a dominant role in educational reform by learning and sharing this information with administrators, teaching colleagues, parents, and community leaders. Let's pursue this goal over time with body/brain booster activities that bring the science of enhanced learning to life through movement.

Dr. Jeff Haebig is one of the featured speakers at the IAHPERD 2005 State Conference and Exposition on Thursday, November 10, at the Radisson Hotel City Centre in Indianapolis. He is an author and presenter of wellness and enhanced teaching and learning practices spurred by neuroscientific research. Known as the body/brain BOOGIEMAN, Jeff puts hip to lip, rock n' role-modeling body/brain compatible methods while teaching the biology and neurology that supports each practice. For more information regarding Dr. Haebig's interactive presentations, visit www.BrainBoogie.com.

No Child Left Behind in Dance

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Dance is an important part of a comprehensive physical education program and definitely plays a role in attaining health-related physical fitness. You have probably heard that walking is really good for improving a person's health. Studies are now showing that dancing is even better! Check out how many more calories you burn if you dance rather than walk: Walking, even at a pace between 2.5 and 4.5 miles per hour, burns off up to 315 calories per hour. Social dancing, on the other hand, can burn up to 385 calories while salsa or swing dancing can burn up over 400 calories an hour! Because dancing is also a social activity, it has the added benefit of strengthening social ties which is also known to improve overall health.

Fitness is the ability to do physical activity or to perform physical work. There are several components of health-related physical fitness: cardiorespiratory endurance, flexibility, muscular strength, and muscular endurance. It is the combination of these components that leads to the achievement of fitness. Knowing the fitness values and principles that apply to dance can provide motivation for students working hard, working safely, and setting goals. Dance goes beyond the demands of exercise. Dance is an art form that is mentally and emotionally challenging. For the student, fitness is a worthwhile by-product of the pursuit of movement efficiency.

Cardiorespiratory Endurance Development

Cardiorespiratory endurance is the ability of the cardiovascular system (heart and blood vessels) and the respiratory system (lungs and air passages) to function efficiently during sustained, vigorous activity. Such activity includes walking, jogging, swimming, and cycling. To function efficiently, the cardiorespiratory system must be able to increase both the amount of carbon dioxide and waste products that it carries away. For cardiorespiratory endurance to be developed, a person must regularly engage in aerobic activities that involve using the large muscle groups. The activities must be continuous.

During dance instruction when a more continuous warmup is led and the warmup is vigorous enough to maintain a heart rate of at least 130 to 170 beats per minute, then you are developing your cardiorespiratory endurance. The type of exercise is aerobic exercise. Aerobic means “with oxygen” which means you are able to provide oxygen to the working muscles so they are able to contract without accumulating fatiguing waste products. In a beginning dance class or any dance class, it is necessary to stop at different times throughout the warmup for corrections and explanations. Due to stopping, your heart rate may not reach 130 beats per minute, then you are not significantly taxing your cardiovascular system; cardiorespiratory endurance will not improve. Aerobic exercise must be sustained for at least 20 minutes for improvement to occur. The best exercises to achieve cardiorespiratory endurance are walking, jogging, swimming, biking, and aerobic dance.

Dancers must also perform anaerobic exercise which occurs when the body works at a very high intensity and cannot deliver enough oxygen to prevent the buildup of lactic acid. The lactic acid makes the muscles feel fatigued very quickly so anaerobic exercise can be sustained for only short bursts of 1 to 2 minutes. By continually stressing the anaerobic response, the body can increase its tolerance of lactic acid. As a result, the body can prolong anaerobic bursts of energy. Dance stresses the anaerobic response with across the floor locomotor combinations containing jumps, leaps, turns, and fast footwork. Dance combinations provide anaerobic exercise and improve anaerobic metabolism.

Flexibility Development

Although flexibility is generally associated with the elasticity of muscles, the range of motion of a certain joint and its corresponding muscle groups denotes the total concept of flexibility. Flexibility is influenced by the structure of the joint's bones and ligaments, the amount of bulk that surrounds the joint, and the elasticity of the muscles whose tendons cross the joint. To increase flexibility, the muscles must be stretched about 10 percent beyond their normal range of motion. As flexibility increases, the range of the stretch must also increase for flexibility to continue increasing.

Dance requires a tremendous amount of flexibility. During the warmup section of physical education class, the muscles are warmed and then put through a lengthy

routine of stretching or flexibility-enhancing exercises. The hip joint receives a great deal of attention during the stretching routine. Hip-joint flexibility aids the student in achieving high leg lifts. The Achilles tendon needs flexibility for high jumps and smooth landings. The back must be flexible, as well as the ankles and the shoulder joint, so that the body can achieve a myriad of positions. Since flexibility is so essential to efficient moving, every dance and rhythmic activity class should focus on exercises to achieve it.

Strength Development

Muscular strength is the ability of a muscle or a group of muscles to exert a force against a resistance in one maximum effort. The body needs muscular strength for several reasons. First, strong muscles increase joint stability which makes the joints less susceptible to injury. Second, improved muscle tone helps prevent common postural problems. For example, strong abdominal muscles can help alleviate postural problems associated with the back. Third, the body needs strength because it contributes to agility, helps control the weight of the body motion, and helps the body maneuver quickly. For muscular strength to be increased, the muscles must be contracted against a heavy resistance. As the muscles become stronger, the resistance applied must be increased if strength is to continue to increase.

Most dance activities develop strength through isometric or static contraction. In an isometric contraction, tension is developed in the muscle, but the muscle does not shorten and there is no joint movement. A simple example of an isometric contraction is tightening the abdominal muscles (lifting and engaging the abdominal wall). During dance instruction, a student continually contracts isometric by maintaining correct alignment. Dance also develops strength through isotonic training. In an isotonic contraction the muscle shortens and joint movement occurs. Pushups, leg lifts, and plies are examples of isotonic exercises. The resistance used is your own body weight.

Muscular Endurance Development

Muscular endurance is the ability of skeletal muscles to work strenuously for progressively longer periods of time without fatigue. Muscular endurance is attained by applying maximum resistance to the muscles whether by adding weight or by increasing repetitions. Note that muscle endurance is highly specific; it is attained only by the specific muscles exercised.

In a dance class, during the warmup, muscular endurance can be developed in the abdominals through the repetition of situps. Pushups develop triceps and pectoral muscles. The repetition of plies, releves, and battement increase the muscular endurance of the leg muscles.

Conclusion

Dance is an excellent way to achieve the components of health-related physical fitness and make sure that "no child is left on his or her behind". But like any means of fitness, for improvement to occur the overload principle must be applied. This means elected parts of the body must be subjected to loads greater than those to which they are accustomed. The principle can be summed up in this simple rule: Do more today than you did yesterday, and do more tomorrow than you did today. For cardiorespiratory endurance to improve, there must be an increase demand on the heart and lungs. For flexibility to increase, muscles must be stretched beyond their current length. For muscular strength to increase, muscles must work against a greater than normal load. For muscular endurance to improve, muscles must be exposed to increasingly more sustained work.

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Heart Rates and Skill Performance Scores of Children in Physical Education Class

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Reviewed Article

INTRODUCTION

Obesity has become a major concern for many Americans. Unfortunately, obesity has specifically become a concern for young children. In fact, the Child Well-Being Index (2004) calls childhood obesity the most common disease for children today. More than 15% of children aged 6-19 or approximately 9 million are obese (Crane, 2004; Ramchamdani, 2004). The rise in childhood obesity has left children with more physical and psychological challenges than ever before. Obese children are at much greater risk for cardiovascular complications, high blood pressure, high cholesterol, heart disease, diabetes, and atherosclerosis (Swartz, 2003; Boreham & Riddoch, 2001). In addition to these physical complications, obese children are often faced with psychological problems such as poor self-image and self-confidence. Furthermore, Schwimmer, Burwinkle, and Vami (2003) reported that the likelihood of an inadequate quality of life is 5.5 times greater for obese children than for healthy children. To make matters worse, childhood obesity usually leads to obesity in adulthood (Boreham & Riddoch, 2001). According to Feeg (2004), the probability of childhood obesity continuing into adulthood is estimated to increase from 20% at 4 years of age to about 80% by adolescence.

Many experts have reported that a lack of physical activity is a primary factor in the rise of childhood obesity (Boreham & Riddoch, 2001; Crane, 2004; Mauch, Schumacher & Terbizan, 1999). Van Stavern and Dale (2004) suggested that both the school and family environment are responsible for children's lack of physical activity and rise in obesity. Children today are living in an environment filled with sedentary alternatives. At home, children between the ages of 2 and 18 are spending more than four hours a day playing video games, using a computer, viewing videotapes, or watching television (Kaiser Family Foundation, 1999). Rather than walking or biking to school, children are now riding in a car due to distance and/or safety concerns (United States Department of Transportation, 1997). As a result of this lack of physical activity, children's energy intakes have fallen to about 600-700 kcal per day over the last fifty years (Durnin, 1992).

Most experts agree that the physical education class provides children with one of the best opportunities to raise their levels of fitness and health (Bar-Or, 1987; Sallis & McKenzie, 1991; Simmons-Morton, Parcel, O'Hara, Blair, & Pate, 1998). In addition, both parents and teachers favor requiring students to take physical education everyday at every grade level (U.S. Department of Health & Human Services, 1996). National Guidelines, in fact, recommend that children receive 30-60 minutes of moderate intensity physical activity daily (Pangrazi, Corbin, & Welk, 1996).

In spite of this wide support, however, there are several challenges facing physical education programs today. First, physical education is one of the first programs to get hit by budgetary cuts in many schools. In fact, during the 1990's, the percentage of students enrolled in daily physical education dropped from 42% to 29% (Grunbaum, Kann, Kinchen, Ross, Lowry, et al., 2004). In addition, only one state (Illinois) requires daily physical education classes from kindergarten through grade twelve (Van Stavern & Dale, 2004). And finally, it is difficult at best to produce both fitness and skill development gains within a typical 30 minute elementary physical education class that meets only twice weekly.

According to McGinnis, Kanner, and DeGraw (1991), "The challenge facing physical education professionals is to make effective use of a limited amount of class time to teach the knowledge and skills necessary to be successful in a wide variety of physical activities that promote health, fitness, skill building, enjoyment of sport and recreation, general well-being, self-esteem, and confidence" (p.141).

Several researchers have reported that many physical education classes fail to provide students with activities that will help achieve the recommended moderate intensity physical activity level (Li & Dun-ham, 1993; McGing, 1989; Strand & Reeder, 1993; U.S. Department of Health and Human Services, 1996). It is evident, therefore, that physical educators need to develop more effective teaching techniques to increase the physical activity of children during the limited amount of time

allotted for physical education classes.

One way to effectively monitor the physical activity levels of children is the use of a heart rate monitor. Strand and Mathesius (1995) found that HR monitors can help teachers evaluate their teaching effectiveness in terms of actively engaging students in skill development activities and game play. Heart rate monitors are excellent educational tools as well. By wearing a HR monitor, children are more likely to understand the appropriate target zone needed to increase cardiovascular fitness. And fmally, HR monitors are motivational for many students because they provide immediate feedback about reaching target HR zones.

The American College of Sports Medicine (1990) has stated that the development of cardiovascular fitness is dependent upon the amount of time spent in a prescribed training zone. Heart rate monitors could therefore provide critical feedback for teachers in terms of the effectiveness of their programs in meeting national guidelines for physical activity. The purpose of this study was to examine the heart rates of elementary school children during physical education class. More specifically, this project evaluated the effectiveness of school physical education in providing activity in the training or target heart rate zone.

METHOD

Participants

Participants for this study were 295 children (159 girls, 136 boys) in grades one, three, and five from one elementary school. The same teacher, who had 28 years of teaching experience, provided instruction for all classes throughout the one-year project.

Instruments

Heart Rate Monitor

The Polar Vantage XL heart rate monitor was used to obtain heart rate data during physical education class. The Vantage XL consists of two components: a chest strap with a sensor/transmitter and a wrist monitor. The chest strap is an adjustable, elastic belt which is secured around the lower chest. The sensor/transmitter picks up the electrical impulses from the electrodes and transmits that information to the wrist monitor. The wrist monitor is a receiver microcomputer which receives and stores heart rate information. The data from the wrist monitor can be transferred to a personal computer for analysis by means of a computer interface unit. The use of heart rate monitors has been validated as a means to measure heart rate intensity in both laboratory and field settings (Quinn & Strand, 1995).

Skill Test

Each student was evaluated on skill performance using a checklist with the skill cues taught for the particular activity. For all skills, the teacher identified 4 critical cues to teach and evaluate. Skill test scores represented the number of skill cues demonstrated and ranged from 0-4.

Procedure

The physical education program was conducted in a mid-size gymnasium with access to outdoor facilities. In addition, a pool was available at a nearby facility. Each participant attended physical education class for 30 minutes, two days/week for 36 weeks. The children wore heart rate monitors during all classes and the teacher downloaded the watches to determine the percentage of class time in or above the target zone. The target heart rate zone was established at 150-200. Children participated in eight activity units: tennis (striking, racket skills); gymnastics, volleyball skills, basketball skills, rhythms, floor hockey skills; swimming, and softball skills. Skill development and game activities were appropriate for each of the 3 developmental levels (grades 1,3,5). During the last 2 days of each activity unit, children were evaluated on skill performance during practice and/or game activities.

Data Analyses

Descriptive statistics were obtained for both heart rates and skill performance by grade level. Activity levels during class participation were measured by calculating means for percentage of time in or above the target zone of 150-200 for each of the eight activities. Similarly, skill test scores were measured by obtaining means for each of the eight activities.

RESULTS AND DISCUSSION

Table 1 provides the percentage of time in or above the zone for the eight activities. As is evident, children spent between 20% and 43% of class time in moderate or vigorous intensity physical activity. Interestingly, the 5th grade means were lower than the 1st and 3rd grade means for 6 of the 8 activities. Although there are several possible explanations for this finding, the teacher suggested that the older children may not be as motivated to participate in high intensity activities as the younger children are. In fact, research evidence suggests that activity levels do decline as children get older.

Table 1. Heart Rate Percentages in or Above Target Zone

	1st (n=114)	3rd (n=93)	5th (n=88)
Tennis	27.11	29.76	19.75
Gymnastics	25.58	26.29	20.86
Volleyball	43.94	47.87	34.47
Basketball	36.04	48.39	34.84
Rhythms	28.05	18.44	9.75
Floor Hockey	38.94	38.58	30.67
Softball	24.48	43.13	39.11
Swimming		17.03	22.39

Table 2. Skill Test Scores

	1st (n=114)	3rd (n=93)	5th (n=88)
Tennis	3.72	3.80	3.69
Gymnastics	3.61	3.74	3.82
Volleyball	3.79	3.57	3.80
Basketball	3.91	3.84	3.88
Rhythms	3.60	3.71	3.74
Floor Hockey	3.88	3.92	3.94
Softball	3.82	3.75	3.81
Swimming		3.74	3.80

Skill test scores for the eight activities are reported in Table 2. It is clear that the participants were successful in demonstrating the skill cues for the various activities. In fact, all activity means at each grade level were above 3.5. It should be noted that the scores represent a process-oriented test evaluating performance of the skill cues only. In other words, the teacher observed form rather than speed or accuracy. The results are certainly encouraging and suggest that the teacher was highly effective in teaching the critical elements for each of the skills.

In summary, the results of this study are both encouraging and discouraging. On the positive side, the participants in this study exhibited good skill performance following instruction and practice. It appears, therefore, that the teacher was successful in achieving the national recommendations for motor skill acquisition (NASPE, 2004). On the other hand, children in this study received only 6-13 minutes of moderate intensity physical activity during their 30-minute physical education class. In light of the documented need for increased physical activity for all children, it seems warranted to find alternative methods to build skill and provide physical activity during school Physical Education.

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Reviewed Article

Spiritual Health on a University Campus

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It has been suggested that the study and practice of spirituality on the university campus is on the rise (Cherry, DeBerg, & Porterfield, 2001; Mahoney, Schmalzbauer, & Youniss, 2001). The dimension of spirituality has also been included in descriptions of wellness in virtually every general health textbook alongside the more mainstreamed dimensions such as mental, social, emotional, and physical. Oftentimes, spirituality is not reviewed as a dimension in and of itself, but rather as a piece of wellness integrated throughout the other dimensions and as such, a single definition or description of spiritual health does not exist (Bensley, 1991).

Figure 1. Chapel on an Indiana university campus

Love (2001) emphasizes that spirituality (faith development) will afford students a more enjoyable collegiate experience, define career satisfaction as more than merely material worth, and develop a "lifestyle marked by health and wellness". Prior to 1990, research reviewing why students explore faith while attending college is scant. Of the few early publications available, results showed that the majority of students were affiliated with a church, had seen a decline in their participation in church activity since beginning college (Rutledge & Haynes, 1981), and that one of the primary reasons for pursuing faith issues while at college was to further define personal identity (Bailey & Myers, 1989).

More recent research, also limited in number, has reviewed the relationship between church and grades (Johnson, 2002) or, in general, the role spirituality can or should play on the university campus. One telling study (Mabler & Hadaway, 2002) draws distinctions between "religion" and "spirituality", finding that a vast majority of Americans see these two concepts as related, but different in nature. This distinction in terminology broadens the study of faith development to those who believe in a higher power, yet are not active in an organized church.

Research Design

The purpose of the study was to investigate spiritual practices and influences of college students and to determine how previous life experiences may influence student choices regarding their personal spiritual practice. Surveys were mailed to 900 students on three state university campuses of similar enrollment and mission. Rosters of eligible students were obtained from the Offices of Institutional Research at each university. Students were required to have completed at least one semester of undergraduate study. A randomized sample of 900 was drawn from all students who met the attendance criteria.

Students were asked to complete a battery of questions asking for information regarding their primary and secondary schooling, previous faith practice, current faith practice, and influences on their faith practice. Participants were guaranteed that results would be presented in aggregate form only and that individual responses could not be connected to any individual. Two follow up letters were sent requesting completion of the survey. The study acquired 132 completed, useable surveys or approximately 15 percent of the sample.

Results

Demographics

The great majority of respondents were traditional college students with 90 percent reporting an age under 25 years old, 96 percent had completed at least two full years of college, and 80 percent indicated at least four years of public high school attendance before entering

Table 1. Student self-reported reasons for church attendance and non-attendance

Reasons for faith practice given by regular attendees (n=70)	N	%	Reasons for non-attendance given by non-attendees (n=62)	N	%
Connection to God	61	87	To busy with other things	37	61
Practice my faith	44	63	Bored with church	16	26
Personal Satisfaction	40	57	Hypocrisy of church	14	22
Parents want/expect me to go	21	30	Religion doesn't make sense to me	14	22
Confession/forgiveness	20	29	Don't really care about 'church'	12	19
Pain of sin	3	4	Social activities	11	18
Church law	0	0	Don't know anyone to go with	10	16
			Tired of going	9	15
			Want personal freedom	9	15
			Exploring a new faith(s)	8	13
			Don't like the pastor	4	6
			Friends	2	3

college. Of the respondents, 25 percent had attended a faith-based high school for at least one year.

Faith Practice/Church Attendance

Participants were asked to describe their faith practice before the start of their college career. Three of four students had made some form of public declaration of their faith. The average age for this occurrence was 13.1 years. A majority of students, 60 percent, attended religious services at least once each week. Again, a majority of students, 57 percent, had spent at least four years in nonschool-based faith instruction. After the initiation of their college career, participation in regular faith-based activity decreased with only 44 percent of students indicating they expressed their faith at least once each week.

Student participation in formal faith activity after arriving at college varied by denomination. Catholicism experienced the largest loss in regular participation, realizing an eight percent decrease, whereas Protestant faiths, and in particular Episcopalian, generally increased in numbers. The largest jump, however, 11 percent, was in students deciding not to regularly participate in faith activities. Over half of the students surveyed, 64 percent, indicated they practice their faith alone while approximately one in four students participate mostly in group practice.

Regular Church Attendees

Respondents were offered the opportunity to describe what influenced whether they continued attending church or practicing their faith since attending college. Students indicating practicing their faith at least once each week were categorized as regular attendees. The most commonly identified reasons for attending church by students who were currently in regular practice of their faith was connection to God, to practice their faith, and for personal satisfaction (See Table 1). Regular attendance in church or regular faith practice did not, however, translate into participation in faith activities provided in the university community. Seventy-five percent of students who regularly practice their faith indicated they never participate in campus-based faith activities. Students indicated the strongest influence on whether they were involved in campus-based activities were whether friends were attending the event and for personal satisfaction. Parental suggestion, a sense of obligation to attend, and the pastor had the least influence on student involvement (See Table 2). When asked to indicate campus-based activities that attendance was most likely, students identified sport activities, bible study, singing groups, and group discussions. Student organization meetings, group study, and prayer group were the activities least likely to be attended (See Table 3).

Church Non-Attendees

When students indicated they attend regular service

Table 2. Influences on participation in university-based faith activity

Reasons for attending campus events (n=69)	N	%
Friend is attending	25	36
Personal satisfaction	18	26
Type of activity	14	21
Pastor or Priest	8	11
Sense of obligation	8	11
Parents	5	7

Table 3. Activity interest levels by current church attendance level

	Activities of interest for regular attendees (n=70)		Activities of interest for non-attendees (n=64)	
	N	%	N	%
Not interested in campus faith activities	NA	NA	35	55
Playing sports	29	42	18	29
Watching sports	29	42	14	22
Group study for class	22	32	13	20
Singing	28	40	8	13
Group discussion	25	35	8	13
Faith based student organization	21	30	5	8
Bible study	33	47	5	8
Prayer group	23	33	3	5

less frequently than once per month, they were considered a non-attendee. The most common reasons indicated for not attending services regularly were that students were too busy with other things, they were bored with faith, that religion makes no sense to them, that they saw religion as hypocritical, and they do not care about church (See Table 1).

When non-attendees were asked about campus participation, 90 percent indicated they do not participate in any campus-based faith activity. Only 55 percent indicated they had no interest at all in participation in campus faith activity. When asked about activities in which they might consider participating, playing and/or watching sports and group study activities received the highest indication of interest. Prayer group, bible study, student organization, and singing were the activities least likely to attract students not regularly practicing a faith (See Table 3).

What might influence a non-attendee to come to a campus based faith event? Over a third (36 percent) said they would be encouraged to begin attending campus-based events if invited by a friend. Another 26 percent said they would be more likely to begin attending depending on the type of activity offered. Only 11% said they would be encouraged to begin attending if approached by a pastor or campus minister (See Table 2).

Discussion

The purpose of the study was to investigate spiritual practices and influences of college students and to determine how previous life experiences may influence student choices regarding their personal spiritual practice. In 1937, and again in 1949, the American Council for Education (ACE) identified a major mission of the university as developing the whole student. This includes a student's spiritual health. There is no uniform definition of spiritual health which makes determining the role faith or spiritual development might play in a university setting quite challenging...particularly in a state institution where the historic separation of church and state have made many in higher education leery of providing spiritual services. In fact, Osman and Russell (1979) pointed out 25 years ago in the *Journal of School Health* that individuals will see the notion of spirituality in a range of definitions from traditional God forms of Christianity to the indefinable spiritual "force" or spirit itself and still it should be recognized and researched as a dimension of overall well being.

The results of this survey present an interesting dilemma for campus faith organizers. Based on these results, there appears to be about a 50/50 chance that students will regularly practice their faith once going to college, meaning they will attend church or faith development activities at least once each week. Unfortunately, regular participation in church or individual spiritual development does not appear to be a predictor of participation in faith-based activities offered at the university. Attendance at a faith-based school did not predict college practice nor did practice at home predict college practice. The only clear predictor of whether students would continue to practice their faith in college was if they made a public declaration of faith, which, on average, appears to occur almost 5 years before university personnel ever see the student. If Love's (2001) assertion was right, that spiritual practice will indeed give students a more fulfilling college experience, and the ACE assertion that we develop the entire student is accurate, then institutions of higher education should be inclined to make the effort to connect with students in the spiritual realm.

A study by LaRue (1999) investigating why adolescents attend church concluded that they do so primarily because they want to. He determined that teens felt a desire to be closer to God and connect with others in a church group. The results of this study reflect some similarities. Students

regularly practicing their faith do so to connect with God because they feel a satisfaction associated with that.

The key, of course, is getting the students involved in campus faith-based offerings. This research would suggest that the impact of peers might be the greatest influence on whether students pursue faith interests at college yet not as an organized body or as a student organization. There would appear to be some negativity attached to the group mentality. In a generation where staunch individuality is the norm, that should come as no surprise. Rossi (1998) identifies many spiritual qualities that can serve as the basis for discussion, interaction, or instruction, including faith, hope, joy, truth, optimism, peace, and forgiveness. The integration of these concepts into campus-based faith activities may indeed trigger interaction from those not historically inclined to participate. Regular church attendees and non-attendees both identified group study as an event that might bring them to a faith setting. Interestingly, a study in the Journal of American College Health (Trockel, Barnes, & Egget, 2000) identified the study of spiritually-oriented material was associated with higher student grade point averages. In addition, sporting events, either playing in or watching, was identified as an event both regular attendees and non-attendees would show interest. A small, but perhaps significant, pattern in these results is the notion of establishing common ground, or community in higher education terminology. One means to overcome the barrier of being seen as a "religious organization" may be to show a form of community normalcy developing relationships outside of faith.

The practice of faith as an individual or within a group can be the means by which students develop an appreciation for something greater than oneself. The individual nature of faith, and the motivation that drives one to practice faith, inhibit the creation of a one-size-fits-all solution to increasing awareness and practice on a university campus. Universities that offer opportunities of personal development, conceptual challenge, and mutual understanding are most likely to experience success.

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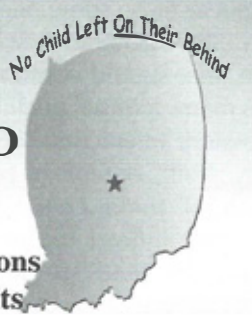
SIX REASONS TO JOIN US at the IAHPERD 2005 State Conference and Exposition

1
NO CHILD LEFT ON THEIR BEHIND

Audrey Satterblom, IAHPERD President



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2
HEALTH

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3
PHYSICAL EDUCATION

Stick It Up: Lummi Sticks for Interdisciplinary Learning

Lana Groombridge
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4
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Anne Graves
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5
DANCE

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Sport Management: Behind the Scenes at Conseco

Gina Pauline
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Climbing to New Educational Heights

Helping students aspire to new heights is taking a whole new meaning in many physical education classes throughout the country.

Tracy Carbasho

Indoor climbing is becoming a popular fitness activity that not only helps students build physical strength, but also facilitates the development of problem-solving and decision-making skills. Educators who have incorporated climbing into their curriculum say students of all ages enjoy the safe activity which teaches them to work as a team, trust others, take positive risks, and have confidence in themselves.

Bill Wegehaupt is a 34-year physical education veteran who currently teaches at Lincoln Elementary School in Cudahy, Wisconsin. He decided to include climbing in his curriculum after attending a state physical education convention in 2002. During the state meeting, two teachers from the Sun Prairie Area School District in Sun Prairie, Wisconsin gave a presentation showing how their students benefited from climbing on a traverse wall that was designed by Everlast Climbing Industries in Eagan, Minnesota.

A horizontal traverse climbing wall, measuring 40 feet long and eight feet high, was installed at Lincoln Elementary in 2003 and the results have been positive, according to Wegehaupt.

"Climbing offers so many different opportunities for the development of the student, most of which could never be taught via the conventional classroom-textbook method of learning," he said. "Climbing wall activities develop cooperation and do not stress competition. The physical education curriculum has moved away from the traditional team sport concept. Now, the emphasis is on lifetime activities."

The Mesquite Independent School District in Mesquite, Texas received a Carol M. White Physical Education Program grant in 2003 and used a portion of the money to install climbing walls in all of its 31 elementary schools. The grant proposal submitted by district officials included information about improving the physical education program with the introduction of new and innovative lifetime activities for students.

"The great thing about climbing is that it's a natural skill. Children begin climbing before they learn to walk. They pull themselves up on furniture and hold on to get their balance before they take their first steps, so it's an easy thing to teach and they can have immediate success," said Kathy Goodlett, health and physical education coordinator at Mesquite ISD. "We have found that because it is a challenge by choice and the kids set their own goals in many instances, it builds their self-esteem."

Goodlett said climbing gives students a chance to improve their level of fitness in a challenging and fun manner unlike some of the more traditional physical education activities such as push-ups or pull-ups. She also noted that core academic skills such as math and high-level thinking can be incorporated into the climbing by using games and other teaching methods.

The Mesquite ISD allows students to set their own objectives and predict how long it will take them to reach their goal of traversing all 12 horizontal panels of the wall without stopping.

Goodlett stressed that the climbing wall is safe for use by all ages, especially since the students climb horizontally instead of vertically. The walls provided by Everlast Climbing Industries feature non-skid safety mats that are anchored to the bottom of the structure to provide a soft landing when students step off the panels. The same mats can be folded up onto the wall during storage to prevent unsupervised usage.

"It is very safe," said Goodlett. "Most playground equipment, like monkey bars and swings, that the public

uses takes kids higher than eight feet and has gravel underneath."

The Fort Worth Independent School District in Fort Worth, Texas was equally impressed with the benefits of the traverse climbing walls. The district recently used part of a $350,000 federal grant to install the units at 19 of its middle schools.

"We knew we weren't getting enough students active in our physical education program so we created a multi-activity approach and thought the walls would help the students with their upper body strength and team building," said Georgi Roberts, program director of health and physical education for the Fort Worth ISD. "At first, people thought we were talking about high walls, but they are traverse walls so there is no danger."

Prairie View Middle School in Sun Prairie, Wisconsin plans to add a climbing wall to its repertoire of physical fitness equipment within the next few years according to Paul Ackley, physical education teacher.

"Climbing helps build children up mentally, emotionally, and physically," he said. "Physical benefits come very fast with students; kids love to climb and with climbing comes muscle development. Goal setting, teamwork, and cooperation, along with improving communication skills, are all benefits of having a climbing wall in your gymnasium."

"Learning how to take positive risks and succeeding is a big part of climbing and even if you fail, you will always have a chance to try again," added Ackley. "The skills that climbing walls develop are age-appropriate at all grades and learning these skills at a young age can only help our students in the future."

Ackley said parents are quick to buy into the excitement surrounding the climbing walls which are rapidly becoming an integral part of the new physical education philosophy that emphasizes lifelong learning and fitness.

Pedometers: Using Technology to Motivate Students to Get Off Their Behinds

Roberta Sipes
Rosa Parks-Edison Elementary
Indianapolis, IN

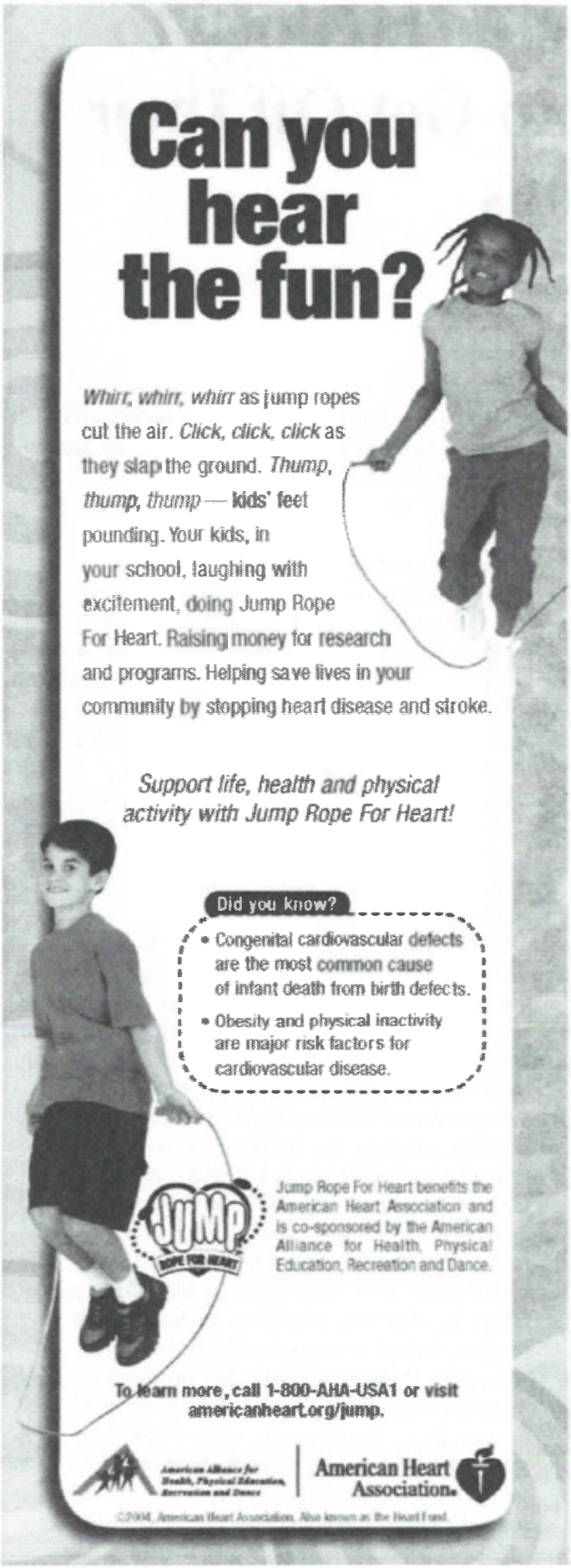
As educators, we are constantly faced with the challenge of keeping up with technology and the latest educational trends. As a seasoned veteran, one of my favorite things to do is find new and exciting ideas to add to my instructional repertoire to motivate my students to be physically active. Ideas come from networking within our school district at meetings, at Regional Workshops around the state, at IAHPERD State Conferences, as well as searching PE Central and other Internet sites. The resources are endless. Remaining stagnant is NOT an option!

One idea that has really motivated my students is the use of pedometers. What an exciting way to get children and youth hooked on activity! As a faculty member of a brand new school, I had the opportunity to use some unallocated building funds last year to purchase over a 100 Lifestyle pedometers. The physical education staff wanted our students to be challenged each day and also wanted the faculty and staff to get involved and act as role models for the students.

Pedometer Activities

What types of activities did we try? We tried a variety of fundamental movement activities that used the pedometers to meet the Indiana Academic Standards for Physical Education. Some worked, others did not, but the key is that we tried and know exactly what changes we want to implement for next year. Below are some pedometer ideas that you might consider implementing in your physical education instructional program.

1. Distribution of Pedometers. Have pedometers in an organization box for efficient classroom management (Note: We received free boxes with our purchase). Number each pedometer. Students have a folder with a documentation sheet. Distribute a pedometer to students as they enter the gym. Students go to their assigned area, quickly clear the pedometer, mark the number of their pedometer on the sheet, and they are ready to go. Students are challenged to get ready to move in two to three minutes. At the end of class, students record their steps, and the pedometers are collected and quickly organized back in the box to make sure they have all been returned.
2. Step Goals for Students. The step goal for each student is determined based on the planned activity of the day. Most of the time the number of steps range from 1500-2000—sometimes higher, sometimes lower depending on the individual student fitness program. Teachers praise the effort of each student and then, during the closing activity, we discuss why some students were able to reach/exceed the goal and what strategies others could do to stretch a little to achieve their personal goal.
3. Technique Analysis. Teach your students to walk at a brisk pace with a comfortable stride and a good arm swing. No "mall walking" paces; relax, but push your strides forward. Pace should allow you to carry on a conversation without difficulty.
4. Add Some Movement Variations. Challenge your students to move backwards, sideways sliding with a left shoulder lead, carioca, skip, or gallop. For example, start with a backwards walk for one minute, then a regular walk for a minute, then a carioca step for a minute, then regular walking, etc.
5. Set up a Family Walking Night. Kick off your fitness walking program by introducing some of these activities to parents and children and then have families keep track of time walked for a designated amount of days. At the end of the time limit, invite families back to tally up time and miles and see how far the participants collectively traveled. This activity brings families into your class to learn about your program and gets everyone actively involved.
6. Arrange a Walking Circuit. Set up flexibility and muscular strength activities in each corner of the field area or gym. For example, walk a lap, then do a standing stretch for 30 seconds, then walk half of a lap and do a sitting stretch, then walk another lap, then do some abdominal curlups, then walk to a



pushup station.

7. Set up a Cross Country Walking Race. Create a map for the walking course so there is a nice variety of walking areas. Students are arranged in teams and try to walk as fast as possible around the course. Each student receives a number at the finish line. The object is for your team to collect the lowest number of points. This is a competitive activity but it can be approached in a positive and fun manner to encourage participants to walk fast.
8. Arrange a Walking Golf Course. Set up your "golf course" using cones for the tees and hoops for the holes. Students throw a ball and then walk with their group to the hoop. Students use a scorecard to keep track of the number of throws it takes to reach each hole.
9. Mini-Marathon Walk Race. Some of our teachers and parents participate in the Indianapolis Mini-Marathon in the spring. We created a chart for our students to try to "walk" the race—around 26,000 steps. It was a fun, motivational activity that the students really enjoyed.
10. Walking Treasure Hunt. Establish a set of clues to follow to 10 different sites. At each site teachers can provide a set of words that can be found and later arranged in a particular order to come up with a popular saying or jingle. Examples of the clues could include: a place for extra points on the south side, a place for H2O, fans sit here on the west side, long jumpers take off here, stand under this for the score of the game, a place for trash, to name a few. At each site a word or letter could be taped for the students to find and record.
11. It's All in the Cards! Set out several decks of cards at various locations around the teaching area. Students walk to the areas and pick up one card without looking at it. Pick up as many cards as possible within a time limit and then add up the points. Have a prize for high and low point totals. Rules can be modified each time. Set it up so anyone can be successful by just walking to the card areas, picking up the card, and then adding up the points at the end of the time limit.

Conclusion

No matter how your physical education classes are designed, everyone needs change to stay fresh. Consider using pedometers to motivate your students to be physically active. Utilize your resources, discover new ideas, and by all means, share the wealth. This is the only way that we as health and physical educators can promote the power of fitness so that no child is left on his or her behind.

Future AAHPERD National Convention Dates

Mark your Calendar Now!

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, it was 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.

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.

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.

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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 Association for Health, Physical Education, Recreation, and 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
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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.

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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

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