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IAHPERD

Indiana Association
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Education, Recreation,
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Affiliated with American Alliance for HPERD

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Volume 34, Number 3 **Fall/Convention 2005**

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

Contents

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Message from the President

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Here we go, another year. For those of us in educational settings, fall marks the beginning of a new school year, a new challenge, new students who are counting on us to deliver, and new opportunities to promote our profession. Summer came and went; we had opportunities to get away from the routine of the school year. Those not in the educational setting gear up for the busy fall because all the children are back at school and ready for your after school recreation program, health awareness program, etc. to begin again. I hope we all had an opportunity to pause and reflect on what I can do differently this year to make a difference in the health and well being of my students, my staff, and myself. It all can begin by making sure NO ONE IS LEFT ON THEIR BEHIND. I would like us to reflect on two important items promoted by Indiana AHPERD.

The first item is advocacy. I know, I know, ick-no one cares about us; the legislators never listen. It is all politics. WHOA-hold on. Let's take one step at a time. Four years ago, I had the same idea…no one listens. I thought, well, I would give it a try. I would get on the Advocacy Committee who was going to start an aggressive program to make a difference in our state. If you have read Indiana AHPERD Journal over the past year, Lisa Hicks, our Advocacy Chair, has been keeping you informed of advocacy ideas and updates. Advocacy does not mean just going to the legislator. Many times we overlook the fact of our individual programs need an advocate also. Last year in my school district, the Indianapolis Public Schools (IPS), we conducted a survey of our health and physical education teachers. Almost 100 of our 129 teachers completed the questionnaire. Sixty-one percent of our teachers reported they believe that their principal did not support the physical education program. WOW-do we think a little advocacy in IPS would be a good idea? I have asked our teachers in the district to find 10 parents in their school community to be advocates for their health and physical education program. We need to get our parents involved! Who do the administrators listen to? If a change is going to be made in your program and you do not like the idea, then these parents are the people you call to get them involved.

What about a newsletter? Do you have a newsletter that you send out a few times a year to let the community know what is going on? Do you have an

Representative Viscloskey, Merrillville, and President Satterblom.

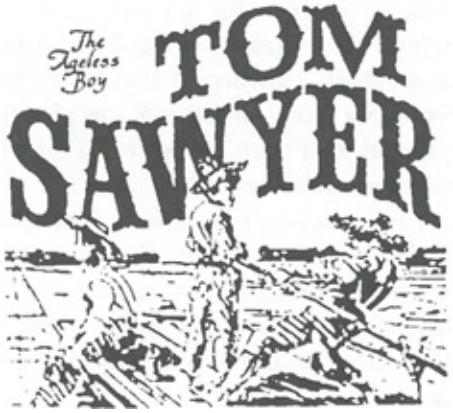
event each year that highlights all the educational programs in your school? I am happy to report that Perry Township in Indianapolis had a wonderful program last spring bringing together all of the elementary schools. What an awesome advocacy tool for physical education. I wrote a quick letter to the superintendent from IAHPERD telling him how proud I was to see what a quality physical education program they have in Perry Township. Start thinking now of what you can do to make a difference in your schools to change the shape of Indiana.

The second item is the Coordinated School Health Program (CSHP). Have you ever heard of it? If not, this is the best way to become the GO TO GUY in your school. Yes, it does involve some time, but it will be well worth it for you, your students, and your staff. This is a program through the Indiana Department of Education. This program is one that is being implemented throughout the United States. Have you heard of No Child Left Behind? CSHP can play a role in raising test scores and putting HPERD programs right in the mix of school improvement. The program is the coordination of eight areas that already exist in your school. The components of Coordinated School Health are:

- Staff Wellness
- Health Education
- Parent/Community Involvement
- Physical Education
- Health Services
- Environmental Services
- Psychological, Counseling, and Social Service
- Nutrition Service

These eight components are the keys to thinking outside of the box for academic achievement. These components make us take a look at the reason the students are not learning. Seven of the 79 schools in IPS implemented CSHP last year. Twenty-one additional schools have asked to be involved next year. We started with the component of Staff Wellness. Our schools provided free health screenings including blood sugar, cholesterol, blood pressure, height and weight, and BMI. A walking program began after school for the teachers. Nutrition and diet plans were offered. A wellness library was also established in one of our schools. Fruit was offered instead of donuts on special days for the staff. These kinds of ideas made the staff start thinking about being healthier and an example for the students. Next we looked at Parent/Community Involvement. Our first ever Family Fun and Fitness Night was held. The American Heart Association, an environmental agency, the food pantry, Action for Healthy Kids, Dairy Association, and many more were invited. The Marion County Health Department co-sponsored this and gave away four bicycles and grocery coupons. Food demonstrations and box dinners were provided to the first 100 participants. It was a great time!

The CSHP is a wonderful program to start thinking outside the box. All of these programs occur in your schools. Money is available for each of them to use. If we coordinate efforts, we can make a difference in ISTEP scores-oh yes; my favorite program last year was giving all the students in my school a banana or apple during break time for ISTEP. The students absolutely loved it. It took their mind off of the test for a moment and got something in their stomach. This program is all about what IAHPERD has been advocating since the beginning of time. For more information on coordinated school health, take a look at the Department of Education website at http://ideanet.doe.state.in.us/cshp/



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LEGAL RISKS AND OPPORTUNITIES

Dodge Ball, War Ball, Bombardment, or a Lawsuit in Waiting?

Bonnie Mohnsen, Ph.D.

Editor's Note: A new fantasy movie about dodgeball has recently visited the theatre screens of our hometowns reviving a measure of interest in the game and reopening a controversy that many physical educators thought had been settled. However, this timely article may help us again bring perspective to that old schoolyard game.

"Why do you play war ball?"
The kids love it!

"ALL the kids?"
Well, not all, but there are kids that really love it.

"What about the other kids?"
Well, every kid won't enjoy everything and the kids who whine about being hit - I tell them to tough it up.

"What skills or knowledge are you teaching?"
Uh—dodging—trying not to get hit by the ball.

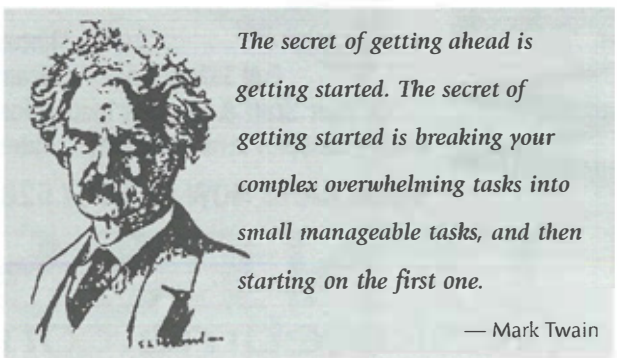
"This skill of dodging or moving away from a ball being thrown at you, in what sport does a person use this skill?"
Well, there isn't any; it is just for this game.

"Have you ever had a student injured?"
Oh sure, but it is usually just a few bruises. Last week, however, I did have a student knocked into the wall by the force of the ball and he knocked out a tooth. But so far, I haven't heard anything from the parents. They know kids get hurt when they are playing.

And so goes the philosophical conversation regarding War Ball. Why Because philosophy/ by its very definition/ means one's opinion - and, it is very difficult to try and change someone else's opinion - it has to come from within. But what is much more concrete is the law!

In the scenario above, do the parents/child have the right to sue the teacher over the child's injury? In order for the parents/child (plaintiff) to prove negligence, they must provide evidence of the following:

1. The teacher must have a responsibility to ensure the safety of the participant; this is implied in the teacher-student relationship.
2. The teacher must have violated this responsibility by either failing to perform a required duty (act of omission) or doing something that he or she should not have done (act of commission); requiring students to participate in a game where the risk of injury is "highly probable" is considered an act of commission.
3. An injury must have occurred while the student was under the care of the teacher; the student's tooth



was knocked out during physical education.

4. The injury must be the result of the teacher's violating the responsibility for the safety of the student; the teacher required the student's participation.

An incident similar to the one described in the scenario formed the basis of a lawsuit in 1975 in Iowa. In Fosselman vs Waterloo Community School District (229 N. W. 2d 280), the plaintiff received multiple facial fractures as a result of his participation in the game of bombardment (War Ball) during physical education. The plaintiff received his injuries when he charged the centerline to grab a ball and was struck in the face by an opponent's knee. The teacher did not see the accident happen.

The plaintiff charged that the defendants were negligent in permitting the game to be played, in requiring the plaintiff to participate, and in their supervision of the class. The charging negligence against the teacher for permitting the game to be played when he knew, or should have known that it was dangerous and likely to cause injury was allowed to go to trial. In this case, the jury found in favor of the teacher noting that no evidence was introduced suggesting that increased supervision could have prevented the accident. However, it is plausible that the jury could have easily found in favor of the plaintiff. They could have justified their decision by noting that the risk of collision and injury was foreseeable.

So, although our philosophies may differ, I think there is agreement that "We should do no harm." Thus, considering the possibility of injury from dodge ball, war ball, and/or bombardment, along with the risk of a lawsuit, my opinion is that we shouldn't use kids as targets.

Works Consulted

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PEP GRANT FUNDING

PEP grant funding is halfway there-You need to contact your legislator.

Could your PE program use $200,000???????????

Do you want to write for a PEP grant?????? Special IAHPER member workshop to help with getting prepared. More information to be given out at the IAHPERD conference. Meet people from the schools that have received the PEP grant in years past. Indiana needs more schools to apply

IAHPERD Presidents advocates in Washington DC for the State

On May 4,2005, Audrey Satterblom, the IAHPERD president went to Washington DC for National PE day. As a representative of IAHPERD, Audrey was in Washington to advocate for quality PE in all schools. The main event was sponsored by PE 4 life and SOMA International to help promote the need for additional funding for the PEP grant. Audrey and co-worker, Kim Holmer has the opportunity to go to the offices of many of the National Legislators. The following legislators received a packet asking for support for the PEP grant funding. If you are a constituent-live in-these congressman district you are asked to send an email or fax to them asking for support for funding for the PEP grant. Remind them they were given information on this. It was given to the Education Legislative assistant. Give them a call to see if they prefer email or fax of information.

Senator Richard Lugar—is very much in support-thank him for this 1- 202- 224-4814

Representative Steve Buyer—4th District of Indiana—Plainfield area-left packet behind, needs encouragement to support PEP on final vote. 1-202-225-5037

Representative Julia Carson—7th District of Indiana—Indianapolis—in favor of this, but had not acted on this yet, needs encouragement to support PEP on final vote. 1-202-225-4011

Representative Mike Sodrel—9th District of Indiana—Jeffersonville area gave packet to his right hand man. I met him only to say please look at the info. He is a rookie in the congress and needs to be influenced by our HPERD members. He needs encouragement to support PEP on final vote. 1-202-225-5315

On June 22, Audrey was in Washington D. C for NASPE Teacher of the Year retreat. As a representative of IAHPERD a packet was left with the following office. In some cases a meeting was held. Please contact your Congressmen to remind them of my visit and to support the PEP grant funding.

Senator Evan Bayh—is very much in support-thank him for this.

Representative Peter Visclosky—1st District of Indiana—Merrillville area

There was a face to face meeting. He was very much supportive of the PEP ideas. He is on the appropriations committee who pushed the funding through to the next level. He cautioned, however, that there are many needs in the 2006 federal budget. He needs to hear from you to let him know PEP and other PE programs are important. He is a great man to have a conversation with. He is very much a region rat like me. 1-202-225-2461

Representative Mark Souder—3rd District of Indiana—Ft. Wayne area sat with his Legislative Assistant, Erika. She was not aware of the PEP grant. This needs to have some follow up. She needs to hear more from the Ft. Wayne area. The Congressmen's idea is the states should fund these programs. This is not good, because we all know education programs in Indian are being cut. He needs encouragement to support PEP on final vote. 1-202-2254436

Representative Dan Burton—5th District of Indiana—South of Indianapolis area-met briefly with the Education Legislative Assistant. Not really aware of the PEP grant issues. The congressman needs continual information to encourage support on all HPERD issues. He needs encouragement to support PEP on final vote. 1-202-225-2276

Reviewed Article: Sportsmanship

Developing Sportsmanship in Elementary Physical Education Through Social Learning

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Sportsmanship can be a common problem in physical education. Student behaviors like hurtful comments, actions of anger, and rude gestures can lead to frustration for the teacher and the students. Students are sometimes afraid to attempt new skills or demonstrate because they are worried that someone might make fun of them. The teacher must often play the role of mediator instead of correcting and commenting on students' performance. Social learning theory (Bandura, 1977) provides a framework for strategies teachers can implement to develop sportsmanship in students. The purpose of this study was to examine the effectiveness of a program based on social learning theory to enhance children's sportsmanship behaviors in physical education.

Social learning theory (Bandura, 1977) emphasizes that behaviors are learned through modeling, reinforcement, and social comparison. Students can learn behaviors by watching their teacher and peers demonstrate the appropriate behavior. Student learning is reinforced when they receive rewards for positive behaviors and/or are punished for negative behaviors. Also, students compare their behaviors to others and generally try to display behaviors that will allow them to fit into the group. According to social learning theory, student learning occurs when the appropriate behaviors are displayed, reinforced, and rewarded. In addition, being punished for negative behaviors or observing someone being punished for such actions can diminish those types of behaviors.

Researchers agree that physical education teachers must implement moral development into their programs because it does not occur automatically (Gibbons & Ebbeck, 1997) and the social learning theory suggests strategies on how to do this. Several studies have been based on principles from the social learning theory to improve positive sportsmanlike behaviors and decrease negative behaviors. In one study (Bredemeier, Weiss, Shields, & Shewchuk, 1986), 84 five to seven year old children in a summer sports camp were randomly assigned to one of three treatment groups, one of which was a social learning treatment. The six-week program focused on developing moral character by emphasizing moral themes such as fairness, sharing, and appropriate verbal and physical expression. The students in the social learning group, for whom appropriate behavior was modeled and rewarded, significantly improved their moral behavior.

Giebink and McKenzie (1985) studied the behaviors of four middle school boys participating in a physical education softball unit and in recreational basketball games. Consistent with social learning principles, the intervention consisted of praise, modeling, and rewarding points. All four target students increased their positive behaviors in the physical education classes.

In another study, social learning strategies were used to try to influence the moral development in 204 fourth, fifth, and sixth grade children in physical education (Gibbons & Ebbeck, 1997). Moral judgment, reason, and intention were measured through self- reporting, while teachers rated pro-social behavior. The social learning group was taught using such strategies as modeling, verbal instruction, and direct reinforcement. Children in the social learning group scored higher than those in the control group in the areas of moral judgment, intention, and behavior.

Another study that followed social learning theory principles was conducted by Patrick, Ward, and Crouch (1998). In that study, fourth, fifth, and sixth grade physical education students earned points and had points removed based on their behavior during a volleyball unit. Rewards were given for meeting established criteria. As a result of these strategies, the students' appropriate social behaviors increased and their inappropriate social behaviors decreased.

Thus interventions based on social learning theory have been effective in enhancing sportsmanship behaviors in children in physical education settings. We do not know, however, if social learning strategies will effectively enhance the sportsmanship behaviors of third grade students, in addition, the content being taught to the children in each of the previous studies was sport (e.g., volleyball, softball, basketball). Would social learning strategies be effective in developing sportsmanship in children during instruction of basic skills, like throwing and catching? The following research question guided this investigation: How does a treatment based on social learning theory affect sportsmanship (positive and negative behaviors) of third and fourth grade

children during a throwing and catching unit?

Method

Participants and Setting

The participants were members of one third grade class and one fourth grade class at an intermediate school in the Southern United States. The school is in a suburban area where the majority of students come from middle class families. The school consists of approximately 50% white, 35% African American, 10% Hispanic, and 5% other students. Each class had 21 students with 10 males and 11 females in each class. The first author was both the teacher and researcher during this study. She was a 25-year-old Caucasian female in her third year of teaching at the time of the study.

Both classes attended physical education twice a week for 50 minutes each time. During the four-week study, students participated in a throwing and catching unit. In each class, every child was placed on either Team A or Team B and remained on that team for the duration of the study. The two teams in each class would often play one another in a throwing and catching game during a lesson.

Procedures

The two classes were randomly assigned to the treatment groups. The third grade class was the intervention group (the Social Learning group) and one fourth grade class was the control group. The Social Learning group always attended physical education alone while the control group was combined with another fourth grade class once a week. The fourth grade class that was not part of the study was treated the same as the control group but was not included in the data.

The treatment for the social learning group consisted of modeling, reinforcing, and rewarding positive behaviors. During the three-week intervention, every lesson began with a discussion on sportsmanship. A sportsmanship poster, which defined sportsmanship, was constantly displayed. Sportsmanship was defined as following all rules, keeping a positive attitude, respecting others, respecting equipment, and giving maximum effort. In addition, team posters and a shining stars poster were displayed at all times. Both teams (A and B) in each class were trying to demonstrate more positive than negative behaviors. Positive behaviors discussed as examples with the students included compliments, high fives, pats on the back, and encouraging the team. Negative behaviors that were discouraged were complaining, teasing, and showing aggression. The teacher consistently modeled sportsmanship by complementing and clapping for students. During breaks in the game, the positive and negative behaviors that occurred were discussed. Finally, the teacher would lead a discussion on suggestions and pointers on how to improve the behaviors for the next lesson. The intervention began in the third lesson during the second week of videotaping after baseline data were collected.

When the teacher observed students in the social learning group displaying a positive behavior, she would immediately reward them by letting them sign the 'shining stars' poster and place a star on their team's poster. Students were not rewarded twice for the same behavior in a single lesson. Students received a tally mark for their team whenever a negative behavior was displayed. At the end of every lesson, if a team had twice as many positives than negatives, they received five minutes of bonus time at the conclusion of the unit. Bonus time was extra physical education time outside the regular 100 minutes per week.

Table 1: Code for students' behavior based on patrick, Ward, and Crouch's (1998) ideas.

Category	Definition	Examples
Physical Positive	Actions between students that show support physically.	High fives, taps on the back back, and providing assistance to a hurt player.
Verbal Positive	Words between students that support, encourage, or show concern.	Good throw, nice job, shake it off, or go team.
Positive Gestures	Expressions that display support for others.	Clapping / pumping arms in excitement for others and sharing equipment.
Physical Negative	Acts of agression between students that is innapropriate or fueled by anger.	Pushing, slapping equipment out of hands, throwing objects, and refusing to give maximum effort.
Verbal Negative	Remarks that are hurtful and bring people down.	Shut-up, someone is cheating, complaining, and teasing.
Negative Gestures	Expressions that are made to aggravate or make fun of others.	Making faces, laughing when someone gets in trouble and having more than one piece of equipment.

Bonus time accumulated during the three-week intervention with accumulation of up to 30 minutes. At the conclusion of the unit, bonus time was cashed in for a game of crazy kickball during an open period.

The control group was taught in the traditional manner. Each lesson began with instructions on the daily activity, pointers, reminders, and expectations. Periodically, discussions would occur on various game strategies. Students were constantly reminded of rules and proper behavior when situations occurred. Students received time-outs for misbehaving and causing disturbances. Occasionally, discussions evolved from events relating to honesty and fairness. The importance of transition was strictly enforced and group time-outs were given for poor transition. Students were complemented when they displayed appropriate behaviors and were given suggestions for improving in the next lesson. The importance of sportsmanship and examples of positive behaviors were not discussed with the control group. Also, these students were not rewarded with stars for their positive behaviors and did not have team posters. In addition, the control group did not have the opportunity to earn bonus physical education based on their behavior.

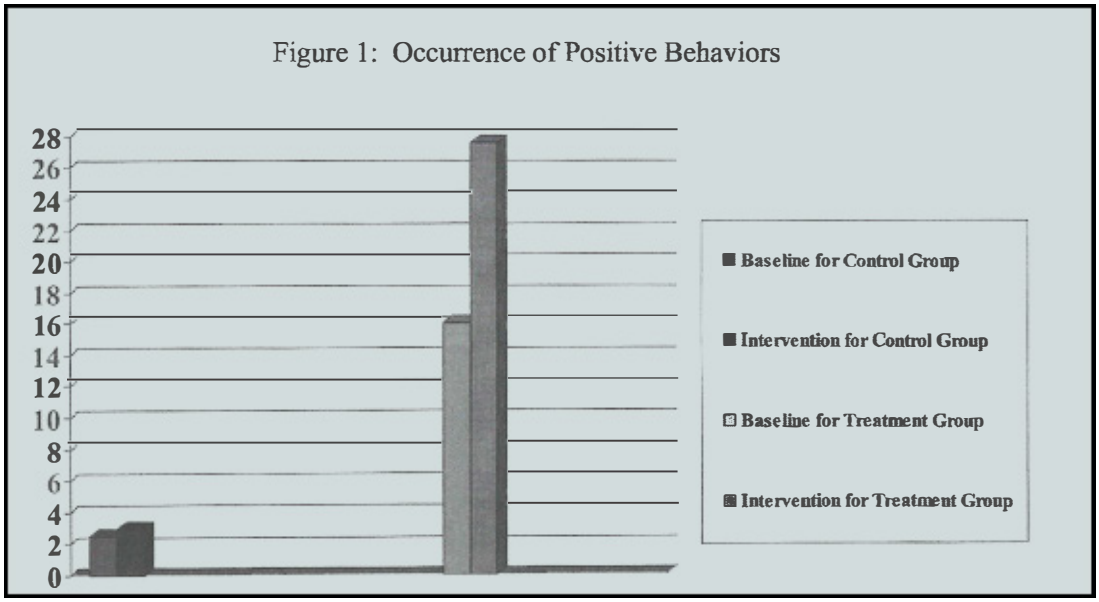
All eight lessons in the four-week study were videotaped for both groups. A fellow physical education teacher at the school conducted all the videotaping. The teacher of the classes wore a remote microphone during each lesson in order to record all the interactions between the teacher and the students. The first week of videotaping was used to determine a baseline level of behaviors for both groups. Both classes were videotaped for two lessons of a throwing game called knockdown. During the baseline, no effort was made to incorporate the social learning theory of modeling, reinforcing, and rewarding. Following the baseline period, the remaining six lessons in the intervention period were videotaped as well.

Treatment Verification

In order to ensure that the social learning group received different treatment than the control group during the intervention stage, the first author (the teacher) watched all the videotapes for both groups and made brief notes on how she acted with the children. To ensure the first author's observations were accurate, the second author observed two randomly chosen lessons for each group, and had very similar observations to the first author.

The first author's observations showed that before the intervention began, she treated the two groups similarly.

Figure 1: Occurrence of Positive Behaviors



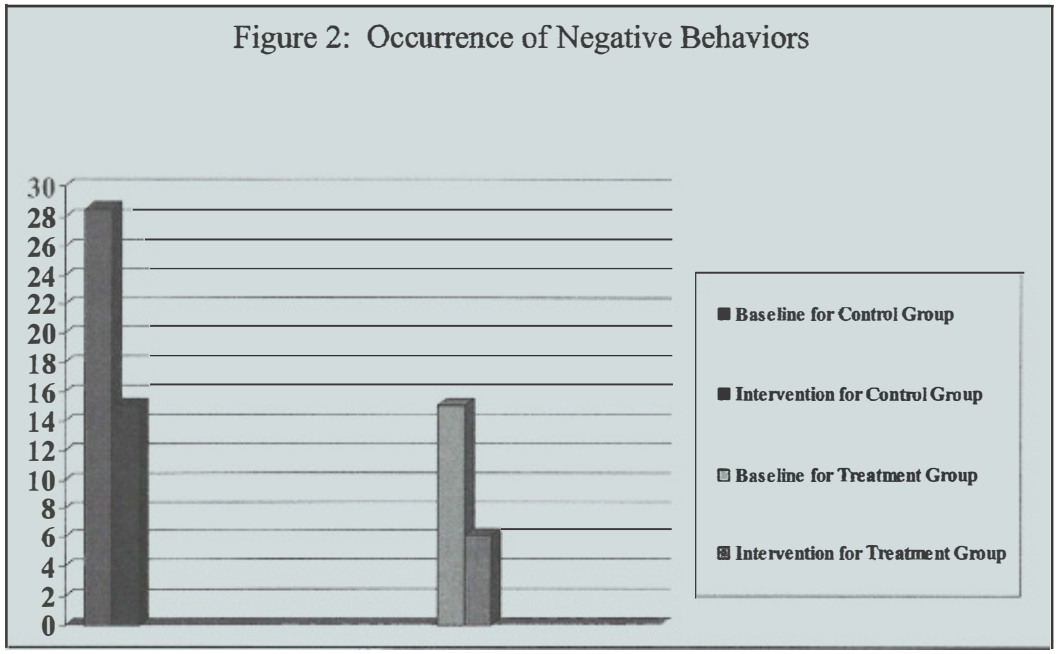
She constantly congratulated and encouraged both groups and provided them with feedback on the rules and consideration. After the intervention, observations confirmed that the social learning group did receive daily discussions on sportsmanship, examples of positive and negative behaviors, recognition, rewards, reinforcements, and suggestions for improvements. In addition, every lesson consisted of receiving and publicly posting stars for positive behaviors, tally marks for negative behavior, and earning bonus physical education time when the established criteria was meet. However, the control group did not receive daily discussions on sportsmanship or receive stars and bonus time as rewards for displaying positive behaviors but they did receive timeouts for inappropriate behaviors.

Data Analysis

To determine if the intervention made a difference in the students' sportsmanship behaviors, a coding system was developed based on Patrick et al.'s (1998) ideas (see Table 1). After watching each videotaped lesson to verify the treatment, the first author then watched each lesson again and tallied all positive and negative behaviors, using the coding system. After all coding was completed, the number of behaviors in each category was obtained for each group for every lesson. The three positive and the three negative categories were then collapsed to form a total of positive and negative behaviors for each group, for the two baseline lessons combined and the six combined intervention lessons.

Reliability

In order to determine reliability of the behavior coding, another person was trained on how to detect positive and negative behaviors. This person was not affiliated with the groups or involved in any way. This individual was trained on which behaviors were considered physical positive, verbal positive, positive gestures, negative physical, negative verbal, and negative gestures. This person was randomly assigned four lessons to watch and tally



behaviors. Behavior coding reliability, between the assistant and the first author, consistently reached 80% or higher on all categories.

Results

The results for the positive behaviors (see Figure 1) show that the control group demonstrated little change in positive behaviors from baseline to the intervention period while the social learning group showed a big increase over that same time period. When examining negative behaviors, both the control group and social learning group decreased from baseline to intervention, as shown in Figure 2.

Discussion

The results of this study show that implementing strategies based on social learning theory into the physical education program can increase sportsmanship behaviors in third grade children during a basic skill unit. The control group's positive behaviors did not increase in the intervention period. However, the social learning group's positive behaviors did increase after the intervention.

The decrease in negative behaviors for both groups was expected for the social learning group but unexpected for the control group. During traditional teaching with the control group, students were punished (e.g., received time-out) for inappropriate behaviors which is a strategy consistent with principles of social learning theory. The fact that their negative behaviors decreased during the intervention phase suggests that the punishments were effective in helping them leam to decrease negative behaviors.

The results of the study suggest that punishment can be effective in reducing negative behaviors in intermediate children in physical education class but such punishments won't affect positive behaviors. However, as seen in the social learning group, providing examples of, reinforcing, and modeling positive behaviors appears to both increase positive behaviors and decrease negative behaviors in children.

Future research should establish if the positive behaviors were really learned by the social learning group or just temporarily influenced by the environment established in the intervention. For example, we need to know if positive behaviors would still occur if the teacher stopped constantly intervening and reminding the students of what was expected and providing rewards.

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Mark your Calendar for the Fall Conference
November 9-11, 2005

Invited Article: Soccer Warmup Activities

Kicking Back: Soccer Warm Up Activities

J. Scott Stan
Department of Health and Physical Education
Manchester College

Summer is over, the school year has started, and the fall sport season has begun. You are about to introduce your new soccer unit to your secondary students. Using the following 30 activities, you can improve the skill of the individual students, keep everyone active, and be soccer specific with your warm up activities. Pick your favorites from the list, try new skills each day, post a chart of results so students can see their progress, or modify the ideas to fit the skill level of your students. You will need one ball for every two students.

Individual Warm Up Activities. For these activities, one player can perform the activity while the partner performs a stretching activity. Switch these activities every 20 seconds.

1. Ball Juggling - any body part, keep the ball in the air, start with the ball in your hands.
2. Head Only Juggling - try to improve your score each time.
3. Head Control - throw the ball up at least 10 feet and softly head the ball trying to settle and balance the ball on your head.
4. Foot Juggling - try to keep control only using your feet. Keep the ball lower than your chest and try to put backspin on the ball. Try starting with the ball on the ground.
5. Four Touches and Catch. Toss the ball into the air, head it to yourself, play it off of your chest, off of your thigh, off of your foot, and back to your hands and catch it.
6. Doubles - Toss the ball into the air, head it twice, play it off of your right and left thigh, right and left foot, and catch the ball to end the sequence.
7. Cradling - Toss the ball into the air about 10 feet high, extend your foot with your laces facing upwards and knee bent, just as the ball comes to you relax and slightly pull your foot away from the ball, trying to catch and stop the ball on the top of your foot.
8. Pendulum - Place the ball between your feet and tap it back and forth. Count how many touches you can complete in 20 seconds.
9. Triangles - Place your right foot on the top of the ball. Pull it backwards toward the outside of your body, cut it across your body with your right foot, push it forward with your left foot. The ball traces a triangle in the grass. Switch directions.
10. Roll Overs - Start with the inside of your right foot behind the ball. Roll your foot over the ball moving it gently. Roll over the ball 10 times with the right foot. Come back to your partner by rolling over the ball 10 times with your left foot.
11. Pull Back - Dribble in a straight line away from your partner. Using the sole of your good foot reach out and pull the ball backwards and behind you. Turn 180 degrees and dribble back to your partner.
12. Step Overs - Dribble slowly away from your partner. Step over the ball with the inside of your right foot and put the same foot down on the ground in front of your left foot. Pivot 180 degrees on your right foot toward the right side of your body. Touch the ball with the inside of your left foot and dribble back to your partner.
13. Alternate Touches - Push the ball forward using the sole of your foot. Alternate right and left feet trying to keep the ball in motion. Stop the ball and dribble backwards, alternating feet, using the sole of your foot. Keep the ball in motion until you are back to your partner.
14. Square Around The Ball - Stand behind and to the side of the ball with your feet together. Hop forward in front of the ball, hop sideways, hop backwards, and hop sideways until you are back to the starting position. See how many squares you can complete in 20 seconds.
15. Light Touches - Put the sole of your left foot on the ball with your right foot on the ground behind the ball. Rapidly switch the position of your feet as quickly as you can in 20 seconds. Just touch the ball with the sole of your foot and leave the ball in its location.

Partner Warm Up Activities. After the individual warm up activities, both students will have

completed some touches on the ball and some stretching. They are ready to begin working together on more advanced skills without the 20 seconds between activities for stretching. After their partner warm up activities, the students will be ready for drills, modified games, or lead up activities.

1. Heading - Toss the ball to your partner to start. See how many times you can head the ball back and forth without having it hit the ground.
2. Partner Juggling - Toss the ball to your partner and see how many touches the two of you can make before the ball hits the ground. Try limiting yourself to three touches before your partner must contribute.
3. Chest and Volley - Stand 10 feet from your partner. Toss the ball slightly higher than your partner's head so that it is descending when your partner receives it. Lightly play the ball off of the top of your sternum and, before it hits the ground, volley it back to your partner who will catch the ball.
4. Thigh and Volley - Stand 10 feet from your partner. Toss the ball slightly higher than your partner's head so that it is descending when the partner receives it. Bend your knee slightly and play the ball off of the middle of your thigh. Volley it back to your partner who will catch the ball.
5. Volleying - Kneel 6 feet from your partner. Toss the ball about knee high. Volley the ball back first with the inside of your foot locking your ankle. After 5 volleys, use the instep of your foot like you are shooting. Try using both feet.
6. One Touch Passing - Stand 10 feet away from your partner. Make as many consecutive one touch passes as possible in 20 seconds.
7. Pass, Touch, Pass - Stand 15 feet away from your partner. Pass the ball on the ground to your partner's left foot. Using the RIGHT foot, push the ball with the outside of the right foot toward the right side of the body. Pass back with the inside of the right foot.
8. Pass While Running - Stand about 10 feet from your partner and pass the ball ahead of your partner. Run onto the ball and pass ahead of your partner going all of the way across the field. Keep the ball moving and always lead your partner for the pass.
9. Pass, Turn, Pass - Keep the ball and have your partner move 15 feet ahead of you and face you. Pass the ball to your partner's feet, run 15 feet ahead of your partner, and face him or her. Your partner will receive the ball, turn around, pass to you, and run ahead of you. Go across the field and back.
10. Partner Cradle - Pick the ball up while standing 10 feet from your partner. Toss the ball to your partner and the ball must go up 10 feet high. See if your partner can trap the ball using the instep of the foot. Extra skill - try to catch the ball on the top of your foot. Pass the ball back to your partner and switch roles after 10 tries.
11. Pass, Pass, Chip - Stand 10 feet from your partner and pass the ball on the ground, receive the ball back on the ground, try to chip the ball to your partner so that the ball can be caught. Drive your foot under the ball, don't use your toe, and there is no follow through. If you are successful, your partner will place the ball on the ground, pass to you, you will pass it back on the ground, and receive the chip from your partner. See how many times you can do this without breaking the sequence.
12. One Touch Pass and Step Back - Stand 10 feet from your partner, make a pass on the ground, and step back one step. Your partner will be standing still. All passes are one touch. See if you can complete 5 step backs without mistakes. Switch roles with you standing still while your partner steps back on each pass.
13. One Touch Pass with a Short Sprint - Stand 10 feet from your partner. Make one touch passes back and forth. Every once in a while stop the ball with the sole of your foot. Your partner must sprint to you, touch the ball with the sole of the foot, and sprint back to the starting location. Your partner can also do this to you.
14. One Touch Pass and Through The Legs - Stand 10 feet from your partner. Make one touch passes back and forth. Every once in a while let the ball roll through your legs. Your partner must run behind you to retrieve the ball. Turn and face your partner and keep the sequence going. Your partner can also do this to you.
15. Juggling Tricks - Pass the ball to your partner on the ground. Your partner will try to chip the ball up to himself/herself. Juggle the ball a couple of times with the feet and pass the ball back on the ground. You will try to juggle the ball a couple of times after chipping it to yourself. Keep the sequence going.

Final Thoughts: Creating a chart of the skills is easy and motivating for your students. Your students can easily put a checkmark in a box for every skill that they successfully complete. The skills requiring a certain number of touches can be updated every day allowing your students to monitor their improvement. Your advanced players can be challenged to improve or they can work with groups of lower skill teaching them skills needed to improve. The best way for your players to improve their touch, skills, and technique is to have time with the ball. These ideas will be useful in giving each student time at the beginning of the class to work on their skills. Since everyone else in the class is doing the same skills at the same time, embarrassment is reduced and participation is increased. So go ahead, put some kick into your program!

Reviewed Article: Historical

THE IMPACT OF THE DIFFERENT PHILOSOPHIES THROUGHOUT HISTORY UPON PHYSICAL EDUCATION

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INTRODUCTION:

Throughout history, schools have functioned effectively only if they have adjusted to changing civilization and if they have met the needs of society. Today, every physical education teacher has the responsibility of reflecting critically upon the changing patterns of life's activities.

Society, business organizations, governmental agencies, school administrations, faculty, and others in present day situations often consider physical education a non-academic subject. Throughout history, physical education has involved numerous cultural, emotional, spiritual, and physical elements.! History has indicated that that physical education has gone from basic survival, to no separation between mind, body, and spirit, to separation of mind and body, and back again, to where physical education has influenced the whole human being. Present day programs have offered powerful and specific activities that have worked directly toward creating changes in the psychomotor, cognitive, and affective domains. Yet, these programs have not always been accepted because of philosophies, values, and principles of societies that have influenced the behavior of the public throughout hundreds of years.

The author has attempted to reiterate physical education in education throughout the ages and has endeavored to show how these influencial factors have guided society in the acceptance or non-acceptance of worthwhile physical education programs. Hopefully, when society has begun to recognize physical education's uniqueness, it will then realize manifested advantages, positive behaviors, and acceptance of outstanding programs. Organizational decisions have to be made in relation to issues of quality, not merely on the philosophies of past generations.

ANCIENT SOCIETIES

Physical Education in ancient societies held no educational philosophy; security was the eternally emphasized goal of prehistoric man. Physical efficiency was the ability of man to meet the challenge of| survival; therefore, education was physical education, and it was practical.

After the survival period, Egypt was generally considered to be the birthplace of civilized culture. Science, household conveniences, farming, and irrigation were contributions of the Egyptians. In addition, they made remarkable advances in astronomy and they devised the calendar of twelve months. They advanced formal education with the development of writing. The Egyptians were active people who were interested in many forms of exercise: swimming, wrestling, dancing, and gymnastics.

With the Babylonians and Assyrians, physical education had less status than the primitive people did; very little organization of education was found. Mainly, schools and education were conducted by the priests in the various temples. Military skills dominated the physical education outlook of the people. Also, hunting was prized and swimming was considered an art.

In older societies, physical education was often for religious, military, or civic ideals. Western cultures were deeply indebted to the Hebrews for their conception of God; therefore, education became a process of training the child in Hebrew religious ideals and national heritage. An educated child had to act in harmony with the Divine Will of God. Teaching was directed toward ideals of universal peace, social justice, and brotherhood of man. Very little was advocated for physical education except for the military character. It consisted chiefly in the use of the bow and arrow, sword, shield, spear, and sling. Otherwise, all activities were directed toward worshipping God. The Father was regarded as the educational institution and was considered the supreme ruler. Along with the conception of God, the Hebrews formulated the principles of modern sanitation and instituted the methods in prevention of disease. Washing the hands before meals was regarded as a religious duty of respect as well as a healthy habit.

Physical education in education for Greek individualism had come about with the birthplace of Western culture. Greece was the first of the European lands to become civilized. It has to be remembered, however, that Greece was not a united nation but an assortment of small governmental units. Athens, Greece was a government that advanced the farthest towards

democracy and individual freedom while Spartan was representative of a totalitarian government. Greek society was based on class stratification. Only free citizens, about thirteen percent, were free to participate in government, own land, or become educated. The Greeks bequeathed a rich cultural inheritance that included sculptures, poetry, architecture, music, oratory, history, science, mathematics, drama, philosophy, physical activities, and gymnastics. Prominent individuals such as Democritus, Socrates, Plato, Aristotle, and Archimedes were only a few on the honor roll of great thinkers, artists, and fitness experts.

GREEK PHILOSOPHY AND CULTURE

The Greeks were the first people to think constructively about educational problems and philosophy. As a society, they recognized an educational philosophy as the principle of progress and growth. They emphasized the art of graceful living while they worshipped the beauty of man and nature. In addition, the Greeks sought an all-around physical development. Athenian youth were educated by methods of imitation, emulation, and participation. This was done often by the family, slaves, or special teachers. Aristotle, a Greek Philosopher, considered physical education important, but ranked it after literature and music studies. He stressed gymnastics, but only recognized the true ends of physical education for beauty, strength, and agility. Athletic sports and games were not favored for their own sake.

Another Greek, Plato, a pupil of Socrates, recommended that a balance be found between physical and mental education. He sought both knowledge of the truth about the universe and the cure of the ills of society. His Theory of Forms was central to his concept of the universe. The Forms were summarized in four aspects-logical, metaphysical, epistemological, and moral. Forms were held to be more real than material things. Plato contended the process of education made it possible for human minds to attain knowledge of the Forms. Even though Plato mentioned God, it has not been ascertained how seriously he took the idea of God. However, he believed the human soul was indestructible, that it existed eternally before birth, and that it existed eternally after death.

Plato believed to produce perfect individuals, an elaborate system of education was necessary; however, only the elite were worthy of becoming philosophers and heads of government. Even so, he proposed it was the right of every child, regardless of that person's social origin, to have the benefits of a fundamental education. The whole child (mind, body, soul) had to be the concern of the school. He further proclaimed and recommended that all students receive adequate training in physical culture since a pupil could not develop a sound mind in a weak or sickly body.

The Spartan Greeks, in later years, molded themselves into a military caste exclusively. Education was aimed at creating obedient and courageous soldiers. At the same time, women and girls were physically conditioned in order to bear healthy, sturdy children. Education, in Spartan, was the supreme responsibility of the state. Healthy and strong children were preserved; the weak and sickly were left on Mount Taygetus to die. Every male adult citizen helped teach in Spartan. Horsemanship, gymnastics, wrestling, swimming, hurling spears, and boxing were types of activities played by this Greek nation.

While the early Greeks believed in educating the total person, the Romans emphasized recreation, professionalism, and amusement over education. Professionalism had begun to rise and "coaching" became the method of physical education. In addition, the educational aims of the early Romans placed more stress on military training than on intellectual achievement. They embraced no physical education unless it served a specific purpose that was to function in the practical role of training for military service. Games, therefore, were intended to make men strong, courageous, and skillful warriors. Since war was the chief occupation of a Roman citizen, the well-bred Roman boy practiced military exercises and games under his soldier-father's guidance. Ball games, horse and chariot races, and other army activities provided a substantial portion of the education of youth as did running, jumping, swimming, javelin throwing, and fencing. The elders recognized the importance of physical education for the professional military man.

Gladiatorial contests were very popular. Slaves, criminals, or captives participated in these contests; most were owned by wealthy men or dealers and they received their professional education in private institutions. This professional athlete had intensive periods of instruction and drills; the prescribed program was correct diet, correct exercises, and training in the use of different types of weapons. The one area of enjoyment for the Romans that utilized their time was the thermae or baths.

The Spartans and the Romans utilized military games and exercises as a means of physical education. After the fall of these nations, and the following medieval times, education was based on the birth of Christ, on military power, and on political authority. Hence, the idea of total body education was not considered. Physical education awareness received feedback from the external world based on the Christian belief system and the Christian roles of society. This feedback contended that the enjoyment of games and activities were sinful; therefore, the freedom of choice to participate in recreational games was very limited. The aim of a Christian education was to train the child to live in conformity with the will of the Divine Being; therefore, the church devoted its energy to a spiritual reawakening. During this time, the churchmen regarded the body as an instrument of sin.

MEDIEVAL OR DARK AGES

Public and private schools, during the Medieval period, were practically nonexistent. The monasteries and convents were the institutions of educational activity. The monks and nuns observed the strictest rules and endured the severest deprivation in order to prepare themselves for

eternal salvation. They censured all physical and athletic activities that were pursued for worldly pleasure; physical activities were never incorporated in their education.

In addition, during the Medieval or Dark Ages, Feudalism was the social, economical, and political life of a Nobleman. The Nobles pledged their loyalty to the king. In order to perform military service for him, a population of serfs, slaves, and freeman endured hardships, struggles, and misery for the Noblemen. This population of workers was denied the participation in educational activities including physical education. However, the Noblemen and sons of the Noblemen who aspired to become knights were vigorously trained to meet the physical, social, and moral customs of war, religion, and gallantry. Upon completion of his apprenticeship toward knighthood, this person pledged to defend the church, to protect the poor, to protect women and orphans, to avoid sin, and to perform religious ceremonies. This has become known as chivalric education.

Physical education was a part of the chivalric curriculum. Activities and games taught the prospective knights to acquire military prowess, social graces, and sport skills. Physical education was concerned mainly with self-preservation, not the education of the total concept of man. Education in chivalry was studied in the home, the king's palace, and in the church. Considerable time was devoted to the development of skills essential for performance in battle such as horsemanship, sword fighting, and lance throwing.

By the end of the Dark Ages, Royal law had replaced the Feudal law. From mainly agricultural, there was growth towards industrialized nations. In addition, there was a resumption of trade and commerce, there was growth of the towns, and there was a rise of a new social class. Education had become the main focus of preparing youth in practical activities of industrial and commercial life. The medieval era was largely devoted to theology and dialectics that gave way in the Renaissance to new humanistic learning.

RENAISSANCE INFLUENCE

During the Renaissance, education and physical education bloomed during the fourteenth through the seventeenth centuries. This era encouraged the free development of the individual's aptitudes. Conditions, however, were not conducive to education. Chronic wars, tyrannical rule, peasant revolts, and devastating plagues, such as the Black Death, hampered educational efforts. The aim of education was to develop the whole person, mind, body, and soul; however, it failed to incite social action. Practically every great humanistic philosopher emphasized a need to develop basic physical proficiency. Privately established institutions for sons of wealthy merchants, bankers, and aristocrats offered such activities as sword fighting, swimming, running, jumping, wrestling, boxing, javelin-throwing, archery, and horsemanship.

Also, during this time period, education was accelerated by the invention of the printing press. This made possible a rapid and extensive reading of the classics as well as more education and research. Once again, educators recognized the relation between body, mind, and spirit as an organic unit. In addition, they added a fourth division, social interaction. Yet, they never grasped the richer concept of physical education; therefore, physical education, as a part of formal education, did not actually appear in the curriculums until the eighteenth century. Some of the activities offered were dumbbell exercises, tennis, wrestling, gymnastics, and swimming.

During the sixteenth century, the Protestant sects were intensifying their endeavors to establish their own religious values. With the advent of the Protestant movement, the Roman Catholic Church was no longer the agency of education in many parts of Europe. The reformers had to establish their own school systems. The study of religion was the core of all curriculums in the schools of the Reformation. However, Martin Luther, an advocate of the Protestant movement, realized the value of play for children and endorsed the inclusion of sports in the school curriculum. The Puritanical sects, both in Europe and America, never permitted the formulation of the broad aims of physical education. Even the colonists, in the United States, because of their need for survival and heavy working load, considered their daily toil as enough physical exertion. They were not in favor of additional exercises for health's sake.

PHILOSOPHIES OF PROMINENT INDIVIDUALS

Several prominent individuals have also influenced physical education programs and curricula. One such person was John Calvin. He ruled people with a strict moral conduct code. Individuals and groups were punished for playing cards or dice. Even dancing at a wedding or feast was a crime. Today, in many schools and with many religious sects, dancing has continued to be frowned upon by schools and organizations. Francis Bacon, an English philosopher, believed whatever was good for the body was good for the mind and soul. Richard Milcaster, another philosopher, believed man needed to be trained in accordance with the laws of nature and the acceptance of physical education.

John Locke, a prominent individual who had studied medicine, believed in the interplay of the mind, body, and soul. He contended when man wearied either by physical or intellectual labor, that individual had to turn to other physical activities to refresh himself. In addition, he believed in a sound mind in a sound body. The mind and body have to work together and that practice of physical activities improved the mind as well as the body. He further stated education should be a process of moral and physical discipline rather than intellectual instruction. Many modern programs of physical education have embraced Locke's ideals.

Herbert Spencer, another liberal, also believed true education was based upon the needs, interests, and natural desires of the child. Spencer viewed a child as an evolving organism who was continuously changing and

physically developing. Thus, bodily activities were vital, necessary, and an integral part of the educational curriculum. Physical education was introduced into the studies of children as a superior status of education. Fitness activity games, social functions, and club activities were considered worthy components to be offered to students. Spencer's ideas became the basis for the Seven Cardinal Principles of Secondary Education that were published by the National Education Association in 1918. Included in the seven original principles was Number Six: "Worthy use of Leisure Time."

Another liberal gentlemen, John Dewey, during the first half of the twentieth century, held a dualistic philosophy which implied the purpose of the school was to educate the whole person; hence, a school curriculum had to develop the physical and social attributes as well as the mental aspects of students. He also indicated a pupil's social life had to correspond to the processes of daily living. He proposed a democratic way of life, community participation, social life, and physical active lifestyle. To achieve these ideals, a person had to experience a process of living that was based upon experience. He embraced the philosophy of the total child and the idea of Pragmatism: physical education through experience.

CONCLUSION

In conclusion, as noted throughout history, physical education has been regarded sometimes as a primary function of the school systems while other times organizations have not accepted or embraced physical education programs. Reflecting back through the centuries, several philosophies, values, and attitudes have prevailed. In ancient societies, physical activities were practical for survival. Egypt, who helped develop civilized culture, had active people who were interested in many forms of exercise. The Babylonians and Assyrians considered physical education as merely military skills as did the Hebrews who advocated physical education only for God and for military character.

During the Greek times, Socrates, Plato, and Archimedes were great philosophers. Even though they were conservatives and most conservatives believed in separation of mind and body, these philosophers, particularly Plato and Socrates, recommended students receive adequate training in physical culture since a pupil could not develop an intellectual mind in a sickly body. On the other hand, the Spartans molded their physical education into that of a military caste society exclusively. The Romans emphasized recreation, professionalism, and amusement over education. Like the Spartans, they embraced no physical education unless it has a purpose or goal for military training.

During medieval times, Christ, military forces, and political power were important. Physical education, games, and activities were regarded as instruments of sin. However, noblemen were taught physical education as part of the chivalric curriculum, but only to acquire military prowess and social graces.

Following the Medieval (Dark Ages), the Renaissance indicated the aim of education was to develop the whole person, mind, body, and soul. Two philosophers, Francis Bacon and Richard Milcaster, promoted physical education as good for a person. In addition, John Locke believed in the interplay of the mind, body, and soul. He also believed that physical activities improved the mind as well as the body. Many modern programs have embraced Locke's ideals.

Herbert Spencer promoted physical activities as necessary, vital, and integral parts of the educational curriculum. He considered physical education a worthy component of the curriculum. John Dewy, during the first part of the twentieth century, embraced a creed that emphasized a democratic way of life, community participation, social life, and physical activities. Students were educated in these areas by experiences called Pragmatism. By reiterating physical education through the ages, one notes the impact of the different philosophies throughout history that has had an impact on physical education

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ANNOUNCEMENT

LAFAYETTE RESIDENT THOMAS J. TEMPLIN ELECTED PRESIDENT OF NATIONAL EDUCATORS ORGANIZATION

RESTON, VA, May 11, 2005 Ñ Lafayette resident Thomas J. Templin, Ph.D., department chair and professor of the Department of Health and Kinesiology at Purdue University for nearly 10 years, assumed the presidency of the National Association for Sport and Physical Education (NASPE), at its national convention in Chicago, IL last month. A nonprofit professional education association, NASPE is the only national association dedicated to strengthening basic knowledge about sport, physical activity and physical education among professionals and the general public, and putting that knowledge into action in schools and communities across the nation. NASPE, which has been setting the standard for the profession for over 31 years, believes that daily physical activity is critical to improved school and work performance, and the health of individuals.

As a national spokesperson for NASPE, Dr. Templin will be addressing the organization's role in advancing the professions NASPE serves as well as advocating for quality sport, physical activity and physical education programs to tackle obesity in children and health related problems, and the importance of physical activity for everyone.

Throughout his academic and student services tenure at Purdue University, Professor Templin has been engaged in both undergraduate and graduate education as a teacher and advisor. Templin was awarded the outstanding teacher educator award by the Indiana Association of Colleges for Teacher Education in 1986. He has published and presented numerous conceptual and empirical papers in the area of teacher socialization and has been an external reviewer of departments, individual promotion and tenure cases across the country.

Templin has served as co-editor of two books, Teaching Physical Education with Janice Olson and Learning to Teach: Socialization into Physical Education with Paul Schempp. He has also co-authored a book on reflective teaching in physical education with Don Hellison, and co-authored a book chapter in Introduction to Kinesiology with Kim Graber that introduces students to the area of sport pedagogy. In addition Templin authored a document that has led to the development of physical education standards for the state of Indiana and served on the task force for the second edition of the National Standards/or Beginning Physical Education Teachers. His professional memberships and affiliations include the American Alliance for Health, Physical Education, Recreation and Dance, Research Consortium, American Educational Research Association, Indiana Alliance of Health, Physical Education, Recreation and Dance, and the National Association of Physical Education in Higher Education. Among his honors he received the Midwest AHPERD District Scholar Award and is a recent recipient of a Spencer Foundation grant to study emotion in teaching with Howard Weiss and Russ Carson of Purdue University. He is also a consultant with the Professional Golfers' Association of America. Templin attended Indiana University where he earned his B.S. and M.S. degrees followed by his Ph.D. from the University of Michigan. ¤ Information about the National Association for Sport and Physical Education (NASPE) can be found on the Internet at www.naspeinfo.org. NASPE, which has been setting the standard for the profession for over 31 years, is the largest of the six national associations of the American Alliance for ^ Health, Physical Education, Recreation & Dance (AAHPERD). A nonprofit membership organization of over 17,000 physical education and sport professionals, NASPE is the only national association dedicated to strengthening basic knowledge about sport and physical education among professionals and 5 the general public. Putting that knowledge into action in schools and communities across the nation is critical to improved academic performance, social reform and the health of individuals. To assess whether your child is receiving a quality physical education program, visit http://www.aahperd.org/naspe/template.cfm?template=observePE/main.html for observation tools.

Indiana AHPERD 2005

State Conference Prospectus

Radisson Hotel City Centre, Indianapolis * November 9-11, 2005

You are encouraged to join us on Thursday and Friday, November 10-11, in Indianapolis where IAHPERD members gather to honor our colleagues and celebrate excellence in teaching so that "No Child is Left on Their Behind."

Audrey Satterblom, President

Audrey Satterblom

By attending the 93rd annual State Conference, your professionalism will be acknowledged with a variety of **gifts.** You may be wondering what I mean by "gifts". Aside from the traditional gift you receive at registration (**Personal Desk Organizer with Calculator**), there are other gifts for attendees:

- *Time to network* with fellow professionals from the nine different regions of the state,
- A forum to *expand your teaching skills* by learning from "Teachers of the Year",
- Acquire *cutting edge technology* from exhibitors and presenters,
- Opportunities to *examine the latest in products and services* from our valued exhibitors,
- *Laughter* as you participate with friends in the activity sessions,
- The challenge of participating in the student *SuperStars competition,*
- *Self-esteem* as you challenge yourself to grow professionally,
- Pride in *acknowledging our student future professionals* who are receiving scholarships,
- *Honoring award recipients* while enjoying refreshments during conference social, and
- The *satisfaction of participating* in one of the best state HPERD conferences in the Midwest.

I am enthusiastic about these conference gifts that will be available to you. You will also be treated to hear featured speakers **Dr. Jeff Haebig**, creator of Brain Body Boogie, and **Jean Blaydes Madigan**, former Teacher of the Year and author of Action Based Learning.

Conference Savings

In these difficult economic times, IAHPERD understands the likelihood that less support may be extended to conference attendees by their schools and companies. So, in an effort to assist you as much as possible, IAHPERD has maintained the low two-day conference fee of $60.

Additionally, special events are available for menu style selections. For example, luncheon tickets, t-shirts, etc. will be sold separately and not included in the regular conference price. Attendees will be able to select only the items/events they desire.

Other cost saving tips:

1. Pre-register for the conference. Earlybird registration saves you $30 and time in line.
2. Join or renew your membership at the time of registration and pay the reduced conference fee.
3. Find a friend…perhaps even two or three, and travel to the conference together. Share the costs of those expenses among all the travelers.
4. Invite a colleague to share your hotel room (and the cost) to reduce the amount each of you pays.

Special Events

Among the many activities offered at this year's conference will be an **Early Bird Walk** on the streets of downtown Indianapolis. The Thursday and Friday morning walks, hosted by Terry Small and Kathy Dean, will include a scenic four-block area from the hotel. They will begin the walk from the hotel lobby at 7:00 a.m. Other events will include a **Bicycle Ride** with Connie Szabo Schumaker. Riders will need to bring their own bike and helmet and meet in front of the hotel at noon on Friday. **IAHPERD leaders** and **Jump Rope/Hoops for Heart Coordinators** will be treated to a **free breakfast** Friday morning. **Please sign up for one, or all, of these events on your pre-registration form.**

Jeff Haebig
FEATURED SPEAKER

One of the most interesting characters in the wellness field is Jeff Haebig, PhD from Rochester, Minnesota. On the simplest level, Jeff is one of the leading lights of the humorist wing of the wellness movement, but on a deeper level he is much more.

"Nothing happens until something moves.", "It is not the IQ but the I WILL that is most important in education.", and "A teacher's constant task is to take a roomful of live wires and see to it that they're grounded." are a few of Jeff's favorite thoughts. Dr. Haebig is founder and president of Wellness Quest, a company specializing in health promotion. He has co-authored and published 9 wellness books in the *Health Care-toons* and *Toon Ups!* series, as well as booklets, audiotapes, and videos in the areas of self-esteem and tobacco prevention.

After 31 years as a health and physical education teacher, Dr. Haebig travels extensively stimulating interest in whole body/brain-compatible teaching and learning spurred by cognitive and neuroresearch. A champion in public speaking, his specialty is audience involvement, blending humor, excitement, and skill-building, while maintaining audience comfort.

Producer of the *Whole Body/Brain Boogie* videotape, he is recognized internationally for his intriguing ways of adding 'hip' to 'lip' service, rock n' role-modeling practical ways of inspiring learning through sensory-motor stimulation. His body/brain-enhanced teaching and learning books include: *Body/Brain Branches: Teaching Enhancement Program*, *Branches Program Guide, ALIVE! Teacher Guide, Body/Brain Booster Activities,* and *BreakOUT of the BOX Program Guide*.

Dr. Haebig lives with his wife Joanne in southern Minnesota. They have two children and three grandchildren. Jeff offers many vibrant living and learning tips on his engaging web site WellnessQuest.com.

TENTATIVE CONFERENCE PROGRAM

Thursday, November 10

Adapted Physical Education
Ron Davis and Cindy Piletic, "Kin Ball for All"
Tom Mulry, "SHARBADE: An Innovative Scooter Sport"
Council for Future Professionals
Ed Schilling, "Student Teacher Relationships"
Heather Erwin and Chris Rhea, "Opportunity Knocks!"
Ed Schilling, "Class Management Model"
Dance
LeAnn Haggard, "Cardio Salsa"
Lisa Hicks, "Dance Dance Revolution"
Lana Groombridge, "Lummi Sticks for Learning"
LeAnn Haggard, "Cardio Hip-Hop"
Fitness
Audrey Satterblom, "On the Ball for Fitness"
Lana Groombridge, "Fitness: Generations Together"
Raymond Leung, "The Magic Medicine for Diabetes"
Susan Flynn, "Do It Daily: Motivate to Move"
Glenna Bower "FitnessGram: Technology and Application"
Health
Melissa Culver-Pekny, "Integrating Health Education"
Courtney Sjoerdsma, "SPARK with a Nutrition Twist"
Suzie Crouch, "Accountability in Health Education"
Wilma Willard, "Teaching Sexual Refusal Skills"
Higher Education/Research
Chris Rhea, "Teach Biomechanics in Physical Education"
Jim Kamla, "So What's Up with Your Major's Club?"
Suzie Crouch, "Professional Standards Board Update"
Becky Hull, "Assessment and Student Outcomes"
Jump Rope/Hoops for Heart
Mike Carter, "Beginning a Jump Rope Club"
Jill Berry, "Best of the Best Jump Rope for Heart"
Karen Hatch, "Jump/Hoops Incentive Award Presentation"
Mike Carter, "Heart Awareness Week"
Physical Education: Elementary
Roberta Sipe, "These Shoes Were Made for Walking"
Joni Lawler and Mary Weitzel, "Two for the Price of One"
Martha Haynes and Robin Walker, "Move to the Beat"
Cindy Huffman, Sportsmanship, Standards, and Spring"
Lisa Hicks "Advocacy: How to Save Your Program"
Physical Education: Middle School
Candy Handy-Ogle, "F.I.T.T. in the Middle"
Lynne Smith and Beth Denham, "Walk Your Talk"
Vicki Boles, "Combating Obesity in Adolescence"
John Gardner, "One-Wheel Jammin': Unicycle Club"
Physical Education: Secondary
Andrea Wilson, "Pilates in the Classroom"
Marianne Woods, "Vary Your Physical Activities"
Connie Walters, "How to Create Your Own Line Dances"
Marlowe Mullen, "Team Concept Activities"
Melanie Whiteman, "Creating a Philosophy Statement"
Recreation
Anne Graves, "Before and After School Wellness"
Seemann Baugh, "My Gym As a Recreation Center"
Sport/Sport Management
Dennis Docheff, "The New Coaching Standards"
Darrell Johnson, "Chariots of Fire"
Jim Conn, "Pedagogical Practices: Uncommon Litigation"
Jennifer VanSickle, "Emotionally Intelligent Leadership"
Dennis Docheff, "Impacting Professional Performance"
Technology
Trisha Sterland, "Heart Rate Monitors and PE Manager"
Benny Fernandez, "Managing Student Data"
Marilyn Buck, "PE Manager Software"
Trisha Sterland, "Polar Tri-Fit: Hands On Session"

TENTATIVE CONFERENCE PROGRAM

Friday, November 11

Adapted Physical Education
Deborah Rysewski, "Yoga ABCs"
Denise Magwire, "Abilities Awareness Activities"
Ron Davis and Cindy Piletic, "Noodlin' Around"

Aquatics
Linda Horn, "Freshman Physical Education Swimming"
Keith Buetow, "Fitness Through Aquatics"
Johannah Casey-Doecke, "Swimming in our Schools"

Council for Future Professionals
Kit Miller and Jackie LaFree, "Jeopardy"
Quanni Franklin and Gina Johnson, "Family Feud"
Susan Flynn and Adrianne Akins, "SuperStars"
Jackie LaFree and Kit Miller, "Dances Around the World"
Glenna Bowers, "Networking Towards Tomorrow"

Dance
Ya'akov Eden, "Swing Dancing for All Ages"
LeAnn Haggard, "Physical Activity Showcase"
Ya'akov Eden, "Line Dances that Teachers Can Use"

Fitness
Michelle Miller, "Merging Physical Education and Fitness"
Guoyuan Huang, "Body Composition Measurement"
Michelle Miller, "Exercise as a Behavior"
Margaret Catt, "Judo for Children"
Eric Neuburger, "Governor's Fitness Award Program"

Health
Tanya Parrish, "Community Partners"
T. Small and M. Haynes, "Coordinated School Health"
Maribeth Ransel, "Sexuality Education Today"
Wilma Willard, "The Positive Power of the Peer"
Tanya Parrish, "Youth Risk Behavior Survey"

Higher Education/Research
Lana Groombridge, "Grant Writing for Beginners"
Arlene Ignico, "Exemplary Teachers: Seeing is Believing"
Myung-Ah Lee and Carla Vidoni, "What Do We Teach?"

Jump Rope/Hoops for Heart
D Berry, C Schwenk, and E Studer-Smith, "Organize an Event"
Ibn Rasheed and Terry Small, "Jump/Hoops Program"

Physical Education: Elementary
Miranda Jones Phelps and Lisa Picek, "Survivor Island"
Becky Hull, "Planting the Seeds for a Lifetime of Activity"
Jim Kamla, "Cooperative Fitness Activities"
D Bonsett, C Caldwell, and C White, "Tips from the Trenches"

Physical Education: Middle School/Secondary
Connie Schmucker, "BikeSmart Education Resources"
Noelle Szydlyk, "Indiana Sports Corporation"
Carole DeHaven, "Teaching Fitness Concepts"
Claudia Anderson and Chris Quinn, "Math and Writing"
Lisa Picek and Miranda Jones Phelps, "The Apprentice"

Recreation
Anne Graves, "Family Fitness"
Bill Blanchard, "Fitness Professionals in your Community"
Mary Jo McClelland, "More Tales from the Trail"

Sport Management
Jeffrey Petersen, "Innovative Pedagogical Approaches"
Vickie Somerville, "A Character Development Program"
Gina Pauline, "Student Internship Experience Panel"
Mary Hums, "Women in Leadership Positions"
Floyd Keith and Anne Little, "Advocating for Diversity"
Thomas Sawyer, "Golf and the Law"
Gina Pauline, "An In-Depth Look at Conseco Fieldhouse"

Technology
Kathy Dean, "Pedometer Activities for Everyone!"
Mike Barton, "Securing Grants for Technology"
Myung-Ah Lee, "LiveText: Using Electronic Portfolios"
Molly Hare, "Best Software: Using PDAs for Teaching"

Jean Blaydes Madigan

KEYNOTE LUNCHEON SPEAKER

Friday, November 11, 11:30am

"Exercise my boost brain function." "Children who exercise learn better in school." "Fitness grows new brain cells." You have read bits and pieces of research that supports the importance of movement in the learning process. Now you get to hear Jean Blaydes Madigan, an internationally known educational consultant, speaker, and author, at our Keynote Luncheon. **Reservations are required. Order luncheon tickets when pre-registering.**

Her presentation will address how brain research supports the need for movement in learning and how movement enhances learning. Jean will bring it all together for you and provide cutting edge information that justifies daily physical education.

Mrs. Madigan has made hundreds of energetic, highly interactive presentations in 9 foreign countries and 48 of the 50 states. The fun and exciting game, fitness, and rhythmic activities presented demonstrate how to boost a child's brain power, how to prepare the brain for optimum learning, and how to improve memory and retention while reinforcing the classroom teacher's math, language arts, science, and social studies objectives.

Jean has been teaching students physical education for over 27 years. Her excellence in teaching is recognized by several awards such as Richardson ISD Teacher of the Year, Texas AHPERD Teacher of the Year, and National Elementary Physical Education Teacher of the Year. Jean's book, *Thinking on Your Feet*, provides strategies for teaching academic standards kinesthetically to improve student performance. She is featured in two videos, *How to Make Learning a Moving Experience* and *Teaching the Teen Brain*, and has written numerous articles on the importance of children's health and learning. Her dynamic, interactive presentations will have you on your feet experiencing learning through movement and making valuable applications that enhance cognition and give students an advantage to learn. Jean's website is ActionBasedLearning.com.

TO BE THE BEST...LEARN FROM THE BEST

Melissa Culver-Pekny (Tippecanoe County Health Department, Lafayette, IN)
2004 Indiana AHPERD Health Educator of the Year
"As students grow and become adults who will be out on their own soon, I believe it is my job to give them the skills, knowledge, and desires to become healthy adults. I must teach them not just HOW to do various activities, but WHY it is so important to do them."

Cindy Huffman (Wanamaker Elementary School, Indianapolis, IN)
2004 Indiana AHPERD Elementary Physical Educator of the Year
"I believe in the value of physical education, its contribution to the lives of children, and its integral part of the total educational process. A quality physical education program is only as strong as the teacher behind it, so I strive to provide a program that is student-centered and developmentally appropriate."

Audrey Satterblom (T. C. Howe Academy, Indianapolis, IN)
2005 Midwest District AAHPERD Middle School Physical Educator of the Year
"The middle school physical education program creates opportunities for students to explore movement, develop an understanding of health and fitness, and create a desire and love for daily physical activity. More importantly, physical education is the foundation for students to build a lifetime of health and wellness."

Other Indiana Teachers of the Year Presenting

Dale Berry 1998 (Floyds Knobs)
LeAnn Haggard 2004 (Indianapolis)
Mary Jo McClelland 2001 (Wabash)
Wilma Willard 2000 (Chesterton)
Cathy Caldwell 2003 (Westfield)
Karen Hatch 2001 (Marion)
Marlowe Mullen 2004 (Greenwood)
Ya'akov Eden 2003 (Muncie)
Joni Lawler 2002 (Plainfield)
Mary Weitzel 1990 (Indianapolis)
Dolores Wilson 1986 (Bluffton)

Invited Speakers

Glenna Bowers, PhD (Evansville, IN)
Dr. Bowers is the Assistant Director of Recreation, Fitness and Wellness at the University of Southern Indiana. Glenna's presentation "Networking Towards Tomorrow: My Olympic Experience" is sponsored by the Council of Future Professionals.

Dennis Docheff, EdD (Warrensburg, MO)
Dr. Dochoff teaches at Central Missouri State University in the Department of Health and Human Performance. He consults with the National Football League and will present "The New Coaching Standards: Putting Them to G.R.E.A.T. Use" to the Sport Council.

Raymond Leung, PhD (Evansville, IN)
Dr. Leung was the recipient of the AAHPERD 2005 Mabel Lee Award honoring a promising young professional. He teaches in the Department of Physical Education at the University of Southern Indiana. Raymond's presentation "Exercise: The Magic Medicine for Diabetes" is sponsored by the Fitness Council.

Thomas Templin, PhD (West Lafayette, IN)
Dr. Templin is the President of the National Association of Sport and Physical Education (NASPE). He chairs the Department of Health, Kinesiology, and Leisure Studies at Purdue University. Tom will provide the keynote address for the Council for Future Professionals.

James Conn, PhD (Warrensburg, MO)
Dr. Conn is a professor in the Department of Health and Human Performance at Central Missouri State University. He is a native Hoosier and specializes in risk management and legal issues in sport. Jim's presentation "Pedagogical Practices: Uncommon Litigation" is sponsored by the Sports Council.

Mary Hums, PhD (Louisville, KY)
Dr. Hum teaches at the University of Louisville in the area of sport administration. Her interests focus on policy development in sport organizations, specifically regarding inclusion of people with disabilities, women, and racial/ethnic minorities into the management of sport. She is an inductee in the Indiana Softball Hall of Fame.

Thomas Sawyer, EdD (Terre Haute, IN)
Dr. Sawyer was the national Honor Award recipient for the American Alliance in 2004. He teaches at Indiana State University in the Department of Recreation and Sport Management. Tom's presentation "Golf and the Law" is sponsored by Sports Management Council.

Carla Vidoni, PhD (Columbus, OH)
Dr. Vidoni is from Ohio State University. Her presentation "What Do We Teach While We Are Teaching Games?" is sponsored by the Higher Education/ Research Council.

Let's Go To Indy!

Indianapolis is the host city for the 2005 State Conference. It is in the heart of Indiana and was given the title "Crossroads of America" 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 sports, art, history, or high-octane excitement, Indy can provide friendliness and fun that is recognized far and wide.

Restaurants

Once in Indy, you will never have to worry about finding a place to eat! Indy features more four-star restaurants than any other city in the country. Whether you prefer a hot dog or burger, fresh fish or smoked clams, pizza or steak, you are sure to find a restaurant to your liking in Indy!

Attractions

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 attendees are the **RCA Dome**, **Conseco Fieldhouse**, **Soldiers' Monument**, **Art Center**, and the **Statehouse**.

Indy is renowned for its diverse collection of museums: **Indianapolis Museum of Art**, a truly amazing collection; **Children's Museum**, feel like a kid again; **Indiana State Museum**, where Hoosier history comes to life; **NCAA Hall of Champions**, be part of year-round March Madness; **Eiteljorg Museum**, collections of native American culture; **Colonel Eli Lilly Civil War Museum**, commemorating Indiana's contribution; **Crispus Attucks Museum**, Oscar Robertson would be proud; **Indianapolis Motor Speedway Hall of Fame**, racing capital of the world; **Indiana World War Memorial**, celebrate those Hoosiers who found for the USA.

Online Registration

Pre-Registration Discount

IAHPERD offers an early registration discount. Pre-registration may be submitted online at www.indiana-ahperd.org or registration form with payment (check, money order) must be postmarked by **Friday, October 10**. Because the pre-conference workload of our small office staff, registration will not be processed if it arrives without accompanying payment or if it is postmarked after October 10. If you are unable to meet the advertised deadline, registration must be processed on-site upon arrival at the Radisson Hotel City Centre and regular fees will apply.

Professional Member Rate

Professional membership is for certified teachers and other HPERD professionals. IAHPERD membership must be valid at the time of registration to qualify for discounted fees. If you are not a current member and you wish to join or renew, check it on your registration form and pay the reduced fees.

Student Member Rate

Student registration rates are available to undergraduate students currently enrolled on a full time basis (12+ units) at a college or university and who are not employed full time in the fields of HPERD. If you are not a current member of IAHPERD, simply check it on your registration form and pay the reduced fees.

Registration Hours

The Registration Area will be located on the lower level of the Radisson Hotel. The times IAHPERD staff will serve our members include:

Wednesday, November 9
5:00pm-7:00pm
Thursday, November 10
7:30am-4:00pm
Friday, November 11
7:30am-4:00pm

Special One-Day Registration Fee

Individuals unable to attend the entire two-day conference will be able to register for the events scheduled for Friday. This special Friday only fee will be $35.

Conference Hotel/Reservations

The Conference Hotel is located in the heart of downtown Indianapolis. Conference attendees can stay overnight in a four star hotel at a discounted price.

Radisson Hotel City Centre

31 W Ohio Street
Indianapolis, IN 46204
1-800-333-3333
Single: $119.00
Double: $119.00
Check In: 3:00pm
Check Out: 12:00pm

Parking at the Radisson Hotel is convenient, abundant, and discounted for our conference attendees (only **$5**).

All reservations must be made by the cut off date of **October 10** in order to receive this conference rate. Reservations made after October 10 will be accepted on a space and rate available basis. Hotel rates above do not include state/local taxes.

We ask you to please, when possible, to stay at the IAHPERD sponsored hotel. Our use of meeting space and conference facilities and services is dependent upon guaranteed sleeping room reservations by our members. When attendees do not use our hotel, the association incurs financial penalties. Future conference registration fees depend upon current occupancy patterns. Please help us keep our conference costs low.

Special Sessions for Students

Did you know that there is a Council for Future Professionals in IAHPERD designed especially for future educators like yourself? Our goal is to help you, as students, prepare for the working world that lies ahead and give you the necessary information you need to begin your professional career.

The Council will be hosting special sessions for students. Session topics will range from Classroom Management to Networking. There will also be activities that you and your friends can participate in, such as SuperStars, Family Feud for Health, Jeopardy, and much more.

Student awards and scholarships will be presented during the Student Luncheon on Thursday, November 10, at 2:00pm. Featured speaker is Dr. Thomas Templin, NASPE President. **Order tickets for the luncheon when pre-registering.**

Spotlight of Exhibits

Exhibits this year are being placed in a large, three-room Exhibit Hall on the lower level of the Radisson Hotel. Over 25 companies have been identified to share their products and services with our members. "It now appears certain that all space will be sold for this Conference," stated Carol White, IAHPERD Marketing Coordinator, "and we are delighted with the response we've seen from our loyal exhibitors."

A partial list of exhibitors who have completed registration for the IAHPERD State Conference include:

Ages Golf
American Heart Association
Bowling Proprietors' Association
Children's Health Market
C'motion
GO Fish IN
Human Kinetics
Illinois Juggling Institute
Indiana Bicycle Coalition
Kendall/Hunt Publishing
MicroFit
Palos Sports
P. E. Tees
Skatetime
Sportime
Toledo Physical Education Supply
Walk4Life

Awards Celebration

Thursday, November 10, 3:00pm

Your attendance and support for colleagues and friends receiving Teacher of the Year and Association Awards is a way to say "thanks" for their significant contributions to our professions. Don't miss this opportunity! Join us for an afternoon of awards, refreshments, and entertainment. Following the Awards Celebration will be a Conference Social and free Exhibitor Game Night. **Please check your plan to attend the awards and social on the registration form.**

Those being honored include:

Honor Award
Marilyn Buck (Muncie)

Leadership Award
Paul Gray (Anderson)

Legacy Award
Nikki Assmann (Muncie)

Pathfinder Award
Lynn Hall (Hanover)

Special Contribution Award
Rep. Charlie Brown (Gary)

... plus Teacher of the Year recognitions.

Indiana AHPERD 2005 State Conference and Exposition and Membership Registration Form

November 9-11, 2005 * Radisson Hotel City Centre * Indianapolis, IN

Online Registration
www.indiana-ahperd.org

Pre-Registration Deadline:
Registration Postmarked By October 10

Membership Application □ **New** □ **Renewal**
Membership Type □ Professional □ Student
I am a Jump Rope for Heart Coordinator □ Yes □ No

I am a member of AAHPERD □ Yes □ No
I am a Hoops for Heart Coordinator □ Yes □ No

Print First Name MI Last Name Home Phone Work Phone

Preferred Mailing Address City State Zip County of Residence

Email Address School/Company Name School Corporation

EMPLOYMENT LEVEL
- □ Elementary School
- □ Junior High/Middle School
- □ High School
- □ College/University
- □ Community Fitness
- □ Public Health
- □ Recreation/Parks
- □ Business
- □ Student
- □ Other_____

PRIMARY INTEREST (select up to 3)
- □ Health
- □ Physical Education
- □ Recreation
- □ Dance
- □ Adapted Physical Education
- □ Athletic Training
- □ Coaching
- □ Administration
- □ Professional Development
- □ Other_____

LEADERSHIP INTEREST
- □ Advocacy
- □ Committee Member
- □ Conference Presenter
- □ Grants
- □ Jump Rope for Heart Coordinator
- □ Hoops for Heart Coordinator
- □ Program Council Member
- □ Regional Council Member
- □ Student Leadership
- □ Retirees

Please place a **check mark (√)** in the first column for each item you select.

Early registration discount offered for registrations postmarked by October 14. Full registration fees in effect after October 14 and on-site.

Sorry, we are not able to accept purchase orders from schools.

All registrations must include a check. **Make checks payable to IAHPERD**.

Mail completed registration form and check to:
Indiana AHPERD
Nikki Assmann, Exec Director
2301 Christy Lane
Muncie, IN 47304

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

√	Event/Package	Professional		Student		Amount
		Early Registration	After October 14	Early Registration	After October 14	
	Membership	$40	$40	$20	$20	
	Member Conference Fees					
	2 Day Conference	$60	$90	$15	$30	
	Fantastic Friday Only	$35	$50	$10	$20	
	Retired Professional	No Charge	No Charge	N/A	N/A	
	Non-Member Conference Fees					
	2 Day Conference	$120	$150	$45	$60	
	Fantastic Friday Only	$80	$95	$35	$45	
	Spouse/Significant Other	$35	$50	Name:		
	Special Event Fees					
	Keynote Luncheon	$15	$15	$15	$15	
	Student Luncheon	N/A	N/A	$5	$10	
	IAHPERD T-Shirt	Size__		$ 6.00 (Add $1 for each X above XL)		
	IAHPERD Golf Shirt	Size__ Color__		M*W, $24.00 (Add $2 for each X above XL)		
	IAHPERD Windshirt	Size		$28.00 (Add $2 for each X above XL)		
	Leadership Breakfast	No Charge	No Charge	N/A	N/A	
	Jump/Hoop Breakfast	No Charge	No Charge	N/A	N/A	
	Awards Celebration	No Charge	No Charge	No Charge	No Charge	
	Conference Social	No Charge	No Charge	No Charge	No Charge	
	Early Bird Walk	No Charge	No Charge	No Charge	No Charge	
					Total Amount Due	

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.

IAHPERD 2005 State Conference and Exposition
Radisson Hotel City Centre, Indianapolis *
Wednesday-Friday, November 9-11, 2005
Conference Information at www.indiana-ahperd.org

Integrative Curriculum: Physical Education Helps to Teach Whole Child

Jo Ellen Earhart
Flint Springs Elementary School, Huntington, IN

"When students participate in integrative experiences, they often realize the educational and personal value of what they are learning and become more actively engaged." (Christie, 2000) Literature about integrative curriculum shows that when students are presented with academic material in a variety of ways, they will understand the concepts better and how they relate to their world. Based upon these findings, the Huntington County Community School Corporation implemented full time physical education at specific elementary schools with the idea of correlating core curriculum and the related arts to see if it will help raise standardized test scores of our students. The purpose of this study was to determine how to integrate core curriculum into my students' physical education experience.

How Children Learn

Students learn in a variety of ways. Some gain knowledge by seeing the material, others benefit by hearing the material presented, and others by doing-being actively engaged with the material. Most children would benefit from an instructional approach using a blending of all these approaches. Sousa (2001) supports the importance of using movement experiences to help children make more connections with what they are learning in the classroom. This is accomplished by motor skills using the frontal lobe and the motor cortex of the brain to learn new academic concepts. The cerebellum then stores the newly developed abilities. The more connections that students make between past learning and new learning, the more likely they are to determine sense and meaning and thus retain the new learning.

Sousa (2001) highlights that signals from the cerebellum go to multiple areas in the cerebrum, arousing attention, memory, spatial perception, and the frontal lobe's cognitive functions--the same areas that are stimulated during learning. It seems that the more we study the cerebrum, the more we realize that movement is inescapably linked to learning! Moreover, when these connections can be extended across curriculum areas, they establish a framework of associative networks that will be recalled for future problem solving. Successful transfer can be enhanced by educators who advocate thematic units and an integrated curriculum. This approach helps students to see commonalities among diverse topics and reinforces understanding and meaning for future application.

Making associations expands the brain's ability to retain information. New connections are formed between neurons and new insights are encoded. Much like a tree growing new branches, everything we remember becomes another set of branches to which memories can be attached. The more we learn and retain, the more we can learn and retain. Much of what young children do as play--singing, dancing, drawing--are natural forms of art. These activities engage all the senses and help wire the brain for successful learning. Success in the arts is often a bridge to successful learning in other areas, thereby raising a student's self-concept. Scientists and mathematicians know that the arts are vital to their success and use skills borrowed from the arts as scientific tools. These include the ability to observe accurately, to think spatially (how does an object appear when I rotate it in my head?), and perceive kinesthetically (how does it move?).

Movement is the Door to Learning

Implementing this new brain research in the classroom, Kovalik and Olsen (2002) reinforces:

- Movement is fundamental to the very existence of a brain. In fact, only an organism that moves from place to place requires a brain.
- The entire front half of the brain is devoted to organizing action, both physical and mental. Higher-brain functions have evolved from movement and still depend on it.
- Movement is crucial to every brain function, including planning and executing plans, memory, emotion, language, and learning.
- Movement enhances learning. Mobility of the body grows the brain and the motion centers in the brain are responsible for sequencing thought.
- The ability to mimic, one of the most powerful avenues for young children's learning, is movement based.
- 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.

Jensen (2001) elaborates that "Kinesthetic arts provide a significant vehicle to enhance learning by contributing to the development and enhancement of critical neurobiological systems, including cognition, emotions, immune, circulatory, and perceptual motor." (p. 71). He also reinforces that 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 problems, emotional problems, weak memory skills, slow reflex skills, lack of classroom discipline, and impaired or delayed writing skills are found. Dance routines and other movement challenges that include spinning, leaping, crawling, rolling, rocking, pointing, and matching has shown significant gains in attention and reading skills. Rhythmic activities develops balance and, ultimately, reading skills. Sousa (2001) supports this concept by stating, "Many children with autism have smaller cerebellums which may explain impaired cognitive and motor function. Using movement and other intense sensory experiences has shown remarkable improvement in these students' ability to focus on tasks and listen quietly." (p. 230)

Thousands of years ago, the Greeks understood the importance of improving spirit, mind, and body through physical activity. This idea is also backed by research by the California Department of Education which released a study that shows a distinct relationship between academic achievement and physical fitness of students. According to Kun (2000), California teachers tested fifth, seventh, and ninth grade boys and girls and found that reading and mathematics scores matched with fitness scores had the following results:

- Higher achievement was associated with higher levels of health-related physical fitness.
- The relationship between academic achievement and fitness was greater in mathematics than in reading, particularly at higher fitness levels.
- Students who met minimum fitness levels in three or more physical fitness areas showed the greatest gains in academic achievement at all three grade levels.
- Females demonstrated higher achievement than males, particularly at higher fitness levels.

Koester (2001) also studied the effect of physical activity on the reading ability of third, fourth, and fifth grade children. His study showed the students' abilities and standardized test scores rose remarkably when movement activities were taught to teachers and their students. Each class participated in a minimum of 15 minutes of Brain Gym per day. Fifty-five percent of third grade students and thirty percent of fifth grade students in the movement group improved their scores twenty percentile points or more; the control group (those who did not receive Brain Gym support) did not show improvement.

Radford (1999) writes of a program titled "Kaleidoscope: Increasing Student Achievement Through the Arts" in Michigan City (IN) that broke ground during the 1996-97 school year. Close to 50% of boys and girls at all grade levels in the northern Indiana school corporation were scoring below standard in both language arts and mathematics. The schools established goals to integrate movement and art concepts into language arts and math instruction using the collaborative efforts of classroom teachers, physical education and art teachers, and community artists. They used the perspective of multiple intelligences in the classroom and made cultural connections for the students. This program included inservices, assessment workshops, consultant support, and a one-week summer institute. The program was funded by the Indiana Department of Education through Educate Indiana. It was designed to change the delivery of instruction to develop appropriate and effective curriculum based on current research. This program was based upon research that showed that students who studied the arts more than four years were 59 points higher on the verbal and 44 points higher on the math portion than students with no course work or experience in the arts. Thus, a growing body of research supports arts infused education as a means to improve the opportunities for success for all learners, but particularly our struggling learners. The program is implementing an assessment program to be able to validate if improved test scores will continue using this active learning instructional approach.

Physical Education Helps

All of this research supports the integration of physical education into the "core" classes. Nigles and Usnick (2000) reinforces the development of the spatial sense is directly related to mathematics. They feel that the spatial abilities (i.e., visual-motor coordination, etc.) that are practiced in the gym are all relevant to learning mathematical concepts. They make the following point: "Visual-motor coordination can be enhanced by any movement activity that requires students to use their eyes in combination with other body parts in order to interpret their environment and accomplish a task." (p. 30).

Movement activities include hand- or foot-eye coordination tasks such as dribbling a ball through a series of cones, throwing and catching using a launch board or

rebound net, walking a balance beam, or simple partner dances. Figure-ground perception can be enhanced by challenging children to throw or kick an object at a target with multiple marked areas. This requires students to locate an area to hit, focus on the area, and then move the object toward the area. Examples could include drawing a chalk pathway and then tracing it using different locomotor actions, traveling inside large and small boundaries while avoiding others, punting a ball both from a stationary position and with an approach, and throwing and catching with a partner over nets at various heights. Perceptual constancy can be developed by running and leaping over a series of hurdles, shooting baskets from various places around the goal, catching large, medium, and small balls while moving, tossing beanbags into hoops or boxes at varied distances, catching a frisbee at various levels, or rolling a ball toward targets. Position-in-space perception is the ability to relate objects in space to oneself. This ability can be developed by asking students to travel over, under, around, or through objects, balancing a beanbag on body parts while raising and lowering the part, dribbling a ball in front, beside, or behind the body, catching objects at different places around the body, or striking a ball with alternating hits. Perception of spatial relationships recognizes how the positions of two or more objects relate to each other. Ways to enhance this ability would be dribbling a ball through an obstacle course, transferring weight while balanced, lead-passing a ball, and modified games such as three-on-three volleyball. Visual discrimination is the ability to see similarities and differences between objects, independent of their position. The following tasks require such ability: traveling clockwise and then counterclockwise, dribbling fast and then slow, gymnastic sequences that use high and low action levels, and mirror movements with a partner. Visual memory is the ability to recall objects that are no longer in view and relate them to other objects that may or may not be in view. Physical activities include describing the proper way to do a particular skill or view the skill and comment if it is correct or not and why, perform simple dances, copy partner movements, peer evaluators, and refereeing small-sided games applying simple rules.

Cone and Cone (2002) pointed out that language arts can also be enhanced through physical education. By asking students to write about the lesson, using questioning strategies that requires explanation rather than one word answers, using word walls, labeling equipment, using a lesson board, using activities such as Alphabet Freeze Tag, Body Spell, Word Toss, Rhyming words and others all enhance the language development of the students and help them to create more avenues to understand their world.

Using movement to reinforce science, social studies, art, music, and health is also possible. It makes learning come to life and fun for the students. The collaboration of teachers is of essence to create avenues for students to develop personal meanings to the material being taught. Integration of subject areas is an active and personal process. However, Davis (1997) points out that an integrative curriculum is a pursuit, an effort, not an end in itself.

Conclusion

The purpose of this paper was to determine how to integrate core curriculum into the physical education experience. Based upon the study, I believe that physical educators must work with classroom teachers and visa-versa, to make the educational experience for the student the best that it can be. Classroom teachers must find ways to develop hands-on learning in their rooms, just as the physical educator must find ways to integrate math, language arts, science, social studies, art, music, and health into their curriculum. The research that I have found has helped me to believe that I am not just a physical education teacher, but a very intricate part of the instructional team educating the whole child. However, I must take advantage of the movement opportunities my profession allows and create branches for information to develop pathways between subject matter.

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Share with a Student!

NASPE Broadcast Center
New Physical Activity Recommendations
PEP Grants and More

New Recommendations America needs to make changes to ensure all school-age children have 60 minutes or more of moderate to vigorous physical activity every day, concluded a 13-member panel of health leaders in the June issue of The Journal of Pediatrics. National Association for Sport and Physical Education (NASPE) members who served as expert panel members and co-authored the article were panel co-chair Bob Malina, Bernard Gutin, Jim Pivamik, and Stewart Trost.

According to the recently released article, "Evidence Based Physical Activity for School-Age Youth", the panel reviewed more than 850 articles and 1,200 abstracts to develop the recommendation that "School-age youth should participate daily in 60 minutes or more of moderate to vigorous physical activity that is developmentally appropriate, enjoyable, and involves a variety of activities." The panelists said much of the needed activity could be achieved at school with appropriate physical education, recess, intramural sport, and before- and after-school programs. "Both physical education and recess afford opportunities to achieve the daily physical activity goal without any evidence of compromising academic performance."

The Divisions of Nutrition and Physical Activity and Adolescent and School Health of the U.S. Centers for Disease Control and Prevention, which recommends daily quality physical education from kindergarten through grade 12, convened the panel. NASPE was one of only four national professional associations invited to participate in the January 2004 expert panel meeting. In 1998, and again in 2004, NASPE published national guidelines calling for 60 minutes, and up to several hours, of physical activity per day for children. Lead authors of NASPE's Physical Activity for Children: A Statement of Guidelines for Children Ages 5-12, were Drs. Charles B. Corbin and Robert P. Pangrazi of Arizona State University.

2005 PEP Grant Winners Announced

Visit NASPE's website at www.naspeinfo.org for the list of the 2005 Carol M. White Physical Education for Progress Grant recipients.

New Postings

Also under "NASPE Hot News", you will find several new postings for you to use in your advocacy efforts. There are three new Tip Sheets that give ideas for getting kids active from CDC and NASPE- and the PDF file of a new brochure called "A Guide to Children's Diet and Nutrition for Parents" which was developed by the American Academy of Family Physicians and the National Confectioners Association, and reviewed by NASPE. The brochure has a focus on how parents can speak to their children about a healthy lifestyle that include balance in nutrition and physical activity.

The National Association of State Boards of Education recently published an article in its journal written by NASPE Executive Director Charlene Burgeson regarding the need for increased quality physical education in our nation's schools. The article highlights many of the reasons physical education is important to today's society and can be used for talking points and as a leave-behind when meeting with state or local lawmakers to advocate for physical education.

http://www.aahperd.org/naspe/template.cfm?template=advocacyTips.html (scroll down to the bottom of the page)

NASPE encourages you to share this breaking news with your colleagues. Thank you.

NEW MAJOR IN AQUATICS

Fisheries? Oceanography? Natural Rescources? NO!.....It is AQUATICS

Leland Yager
Coordination of Aquatics
Ball State University

In May of 2002, Ball State University announced an exciting program development. The first and most comprehensive Aquatic Major program in Exercise Science in the United States.

Some History:

Aquatics as a discipline has a variety of faces. From swimming instruction, water safety education, lifesaving in pools to uncontrollable environments, coaching in a variety of water sports, facility operations, recreation and leisure programming, to facility and risk management.

While the Aquatic Industry as a whole has grown dramatically in the 80's and 90's, Aquatic Post Secondary education in the United States has been reduced. Just look at the local swimming pools in general, more theme / waterpark type designs, more interactive equipment and more water under higher demand. Except at the Post Secondary levels of education.

From the mid 80's through today, waterparks and local municipal mini-waterparks have been popping up all over the country. With a litigious society being served by these parks, many facilities now understand the importance of having staff with formal aquatic education and certifications. These facilities have read about the multi-million dollar lawsuits and settlements, or experienced one. These facilities demand qualified professionals, management has begun to realize that putting the local footbal coach or teenager in charge of the pool in the summer can be a serious mistake.

During the mid 80's, Colleges and Universities have lost many of their aquatic programs. "For Years, every institution of higher learning had a physical education department... universities offered general skills classes that

Table 1. Prevalence of Collegiate Aquatics Programs in 1985 and 2000

Institution	Aquatic Program 1985	Aquatic Program 2000
Alfred University	Aquatics Specialist Minor	None
Ball State University	Aquatic Minor	Aquatic Minor In Exercise Science
James Madison University	Aquatic Minor	None
Southern Illinois University	Aquatic Minor	None
Salem State University (Mass.)	None recorded	Minor in Aquatics
Georgia Southern University	Emphasis in Aquatics	None
Slippery Rock University	Aquatics Emphasis	Aquatics Emphasis
Mankato State University	Aquatics Emphasis	Aquatics Emphasis
University of Alabama-Tuscaloosa	Emphasis in Aquatics	None
Indiana University	Aquatics Emphasis	None
Lock Haven University	Concentration in Aquatics	Concentration in Aquatics
SUNY Courtland	Aquatics Concentration	Aquatics Concentration
Cleveland State University	Aquatics Concentration	None
University of Florida	Concentration in Aquatics	None
University of Texas-Austin	Aquatics Concentration	None
IUPUI	Aquatics Concentration	Aquatics Concentration
Bowling Green State University	Aquatics Specialist	None
BIB University of Oregon	Aquatics Specialist	None
University of Southern Mississippi	Aquatics Specialist	None
University of Pittsburgh	Aquatics Specialist	None
Ohio University	Recreational Aquatics Specialist	None
University of Wisconsin, Madison	Aquatics Specialist	Aquatics Specialist
Campbellsville College (Kentucky)	None Recorded	Aquatics Specialist
Wingate College (South Carolina)	None Recorded	Aquatics Specialist
California Polytechnic University, San Luis	None Recorded	Aquatics Specialist Obispo.
Indiana University of Pennsylvania	Aquatics Administrator	Aquatics Administrator
Washington State University	Aquatics Option	None
California State University, Long Beach	Aquatics Track	None

involved learning sport skills or exercise programs. In older times these were required courses. In the past two to three decades, they have become electives at most universities." (Singer, 1988).

At some universities, Ball State included, years ago swimming was considered a requirement for students. The thought was that you should be able to swim if you graduate from the university. The post secondary level aquatic programs in turn offered the students who were not able to learn swimming as children an avenue to become involved in aquatic programs due to the core swimming requirements. History shows that this core belief is not new, "Plato considered anyone who does not know how to swim to be uneducated". (Aquatics International, July / August, 2003) The importance of this lifelong skill was recognized in many core curriculum programs. As physical education departments struggled to survive many departments reduced or eliminated the swimming requirements. Once the curriculum cuts hit aquatic education, these students who once were benefactors of these educational requirements slip by and become the non-swimming adults of today.

As represented in Table 1, in 1985 there were 4 Aquatic Minors, while in 2000 there were 2. We also observed a greater than 50% reduction in schools offering an emphasis or concentration in aquatics during the same period.

Today, Ball State University has the only four year degree specific to aquatics taught in the United States.

Notes:

- Only those institutions with academic programs were included.
- Programs with no credit value were omitted.
- A "minor in aquatics" refers to an academic minor open to all students, regardless of their major.
- An "emphasis" or "concentration" is open only to majors of the department in which the program is offered. It refers to a series of aquatics courses within a student's major field of study.
- An "aquatics specialist" program offers a certificate in addition to the "emphasis" or "minor" designation.

The 1985 and 2000 Table information was developed by Paul Fawcett and published in Feb. 2001, JOPERD Pg. 33. The 1985 University information came from Thomas D.G. (1986). Survey of Aquatic Education in 140 Colleges and Universities in the United States. National Aquatic Journal, Summer, 10-11.

Today, more than ever, there is no excuse for failing to swim to save your life. The powerful country we are a part of consistently has had 3,000 to 5,000 deaths per year since 1987 according to the National Safety Council Accident Facts. Hundreds of these deaths are children every year. With the cut backs in educated adult swimmers over the past 20 years, it's easy to surmise that the worst may still lay ahead of our society when it comes to drowning deaths. Dr John Fletemeyer, the Vice Chair of the International Swimming Hall of Fame recently wrote, "Every year, according to statistics, roughly the same number of people die in drowning accidents as fires. Yet Drowning Prevention programs receive just a fraction of the billions of dollars dedicated to fire prevention". (Aquatics International, 2003)

The demand for aquatic professionals is seen through job announcements posted on the web, newspapers, and at departments with aquatic education programs. As a whole, higher education institutions have not responded to the demand for these aquatic professionals. As such, non-for profit and for profit 138 training agencies are popping up to fill the demand in aquatics. Few 4 year schools can respond to industry change the way that private business can and are increasingly being left behind in this discipline.

SIDE BAR

A closer look at the Aquatic Major program in Exercise Science at Ball State University

After 29 years of the successful Undergraduate Aquatic Minor at BSU, the Aquatic Major program in Exercise Science was launched in May of 2002. The minor and major programs have sent interns and graduates to work just about anywhere that you find water. Students have worked for Municipal Parks and Recreation departments, YMCA's, Universities, For Profit clubs, and the Federal Government. The Aquatic Major (17 credit hours) core courses include: Foundations in Aquatics, Computer Applications for Physical Education / Exercise Science and Sport, Exercise Leader Professional Experience (paid intemship), or Exercise Leader Intemship(non-paid).

Required Courses (30 credit hours) Include:

Lifeguard Training • Water Safety Instructor • Swimming Pool Operations • Aquatic Facility Management • First Aid and CPR • Emergency Response / First Responder • Lifeguard Instructor • Aquatic Fitness Instructor • Camp Waterfront Administration • Anatomy • Kinesiology • Accounting • Management • Public Relations

Directed Electives, (12 credit hours) minimum of 6 credit hours of aquatics courses:

Canoeing/Kayak • Officiating • Aquatic Sports • Basic SCUBA • Assistant Instructor of SCUBA • Dive Master • Principles and Philosophies of Coaching Sports • First Aid and CPR Instructor • Adapted Aquatics • Sports Information Organization and Planning of Coaching • Teaching and Coaching Diving Prevention and Care of Athletic Injuries • Teaching and Coaching Swimming Psychological and Social issues in Coaching • Aquatic Facility Design Teaching and Coaching Water Polo • Aquatics for the Physical Educator Teaching and Coaching Synchronized swimming

For more information about the BSU Aquatic Curriculum or Admission information contact Lee Yarger, Instructor and Coordinator of Aquatics at ljyarger@bsu.edu or call (765) 285-8282.

Author Bio

https://gwmail.indstate.edu/servletAvebac^q9uqdTe6qvdeidGib/GWAP/AREF/l?action

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2003 IAHPERD
Aquatic Educator Survey

Please take 5 minutes to complete this survey

1. How many years have you been involved with aquatic education? ___

2. Where do you Instruct / Teach at? I'm located in IAHPERD Region 12345678
   Grade School _____ College _____ Junior High _____
   University _____ High School _____ Other (please list) _____

3. What do you teach in aquatics? please list (i.e. beginning swimming, basic water safety. Lifeguard Training, WSI, LGI, water polo, competitive swimming, synchro, etc.)

4. What current (valid) certifications do you currently hold? What agency are they from? (AHA = American Heart Association, ARC = American Red Cross, Ellis and Associates, NSC = National Safety Council, YMCA, etc.)

	Agency		Agency		Agency
Adult CPR	_____	Lifeguard Training	_____	AED	_____
Child CPR	_____	CPR/Prof. Rescuer	_____	Oxygen admin	_____
Infant CPR	_____	Water Safety Instr.	_____	Pool Operator	_____
First Aid	_____	Bloodbome path.	_____	LG instructor	_____
CPR Instr.	_____	First Responder	_____	First Aid Instr.	_____
LGIT	_____	CPR/FAIT	_____	WSIT	_____
Others	_____	Others	_____	Others	_____

Instr. =Instructor IT = Instructor Trainer

5. What percentage of your day deals with aquatic education? _____

6. What percentage of your day deals with aquatic related responsibilities? _____

7. Who maintains the pool's water quality and are they currently certified as Pool Operators? _____

8. Are Lifeguards with only the duty of lifeguarding on deck when classes are in the water? Please explain: _____

_____

9. What certifications do educators have to hold if they teach classes around the water? Please explain: _____

_____

10. What is the pay range per hour for Lifeguards at your facility? _____

11. Does any other organization use the aquatic facility other than your organization? Yes / No

12. From question #11, Who are they and what do they use it for?_____

_____

Thank You for your time and have a water safe day!

Please mail to Lee Yager, Coordinator of Aquatics, School of Physical Education, HP218, Ball State University, Muncie, Indiana 47306

Reviewed Article: Use of Practicum Students

Using University Practicum Students to Assist Teaching Students with Disabilities in Physical Education

Submitted by
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Ronald Davis, Ball State University
Cindy K. Piletic, Ball State University

Not all students with disabilities are receiving their physical education service in an inclusive setting, or one with able-bodied peers. In many school districts, students with disabilities are being serviced in a self-contained environment by general physical educators who are not trained in adapted physical education. Additionally, the general physical educator is being asked to educate students with disabilities using curriculums designed for students without disabilities. Very little support for the physical education teacher is provided by the local school district, (i.e. paraeducators in the gymnasium). A way to assist the physical education teacher in providing students with disabilities a quality physical education program is to utilize students from university undergraduate programs in adapted physical education as teacher aides.

University students studying adapted physical education are available for practicum experiences and can provide support to the general physical educator when addressing the needs of students with disabilities. Practicum experiences usually allow the undergraduate student the opportunity to lead the classes in warm-up activities, lead up games, and/or small group instruction. These practicum students can also provide ideas to the teacher for activity modifications or assistance during new curriculum implementation.

The purpose of this article is to share the impact one practicum student made on a general physical educator and the students with disabilities during a nine week assignment. The practicum student helped introduce modified activities that improved activity levels of students with cognitive and behavioral delays. In addition, the practicum student informed the teacher on assessments designed specifically for students with disabilities. These assessments allowed the physical educator to more accurately measure student improvement in the fitness area. The practicum student also helped the teacher better understand the activity associated with appropriate programming, individual educational planning, and curriculum modifications.

Class Format

Six high school students with cognitive and behavioral delays received physical education five days a week for one hour each day. Students were classified by the school district's special education guidelines as having autism, Aspergers syndrome, mild mental retardation, or being emotionally impaired. All classes were conducted in large gymnasium which was located on the main floor of the school. Weight room facilities utilized by these students were located on the opposite end of the school building. The teacher had established the use of peer tutors to help during some class sessions. These peer tutors occasionally participated in class with the college practicum student. The student's practicum required that he be in the school three times per week for nine weeks.

Curriculum Modifications and Student Evaluation

During the initial week of the practicum assignment, the university student observed the assigned class and coordinated fitness assessments with the teacher (i.e., conducted assessments, charted and evaluated student performance). They met on a regular basis and developed a curriculum that emphasized fitness. The student and teacher were able to establish pre and post testing protocols using the Brockport Physical Fitness Test (BPFT) (Winnick and Short, 1999), plus create a daily activity offering

Table 1. Weekly Schedule of Class Activities	
Days of the week	Activity Planned
Monday	large group games i.e., whiffleball, floor hockey
Tuesday	weight training
Wednesday	small group games and station work i.e., obstacle course
Thursday	weight training
Friday	large group games, i.e., soccer, kickball

that promoted fitness. A typical week included three days of activity and two days of weight training. See Table 1 for a sample weekly schedule.

Table 2. Sample Weight Training Program

Sample Weight Training Session

Warm up Session - stretching in gym with slow jog; transition to weight room on opposite side of building (10 min)

Cardiovascular - students ride a stationary bike for 5-10 minutes low intensity (l0 min)

Strength training - students are provided individualized programs based on pre assessments of 1 max rep. Exercises include bench press, pull ups, extended arm hang, leg curls, leg press, and medicine ball toss. (20 min)

Cool down - stretching in weight room and walk back to gymnasium (10 min)

Weight training sessions occurred every Tuesday and Thursday for 50 minutes. See Table 2 for sample program.

Activity Sessions and Modifications

Students were engaged in several large group games on Monday, Wednesday, and Fridays. The curriculum included team sports such as kickball, whiffleball, floor hockey, and obstacle courses. Each class session was 50 minutes and consisted of warm-up, instruction, activity, and cool down sessions.

Activity modifications were suggested and implemented by the university practicum student to emphasize more movement and fitness. As an example, the teacher had created a game using a modification for whiffleball that required using a tennis racket for striking instead of a bat and was called tenniball. While this was a very unique equipment modification, it was one that provided more student success in striking, the game was still played in the traditional format, (i.e., the batter putting the ball into play and the fielders attempting to get the batter out by throwing to a base or catching a fly ball). With this traditional format, there was considerable standing in place by the fielders and the batter engaging in the only substantial movement (i.e., running to the bases) once the ball was put into play. Using experience from his training, the practicum student implemented an additional modification to tenniball that promoted movement for all students. The practicum student introduced the game of Rounders and applied this game to tenniball. This modification increased movement by all players and was played at least once every week for the nine week practicum experience. See Table 3 for a brief description of the game Rounders.

Another activity scheduled during the week was obstacle courses. The obstacle courses were designed to create movement challenges that required the students to move over, under, around, and through obstacles placed throughout the gymnasium and promote fitness. To address the fitness emphasis, the practicum student suggested students carry weighted objects, (i.e., medicine balls) to and from certain obstacles within the course. Distances between obstacles were also varied in order to address individual abilities of the students. The emphasis for the obstacle courses was to move through the course as fast as possible. Heart rates were taken periodically at obstacles within the course to help monitor the student's intensity.

The game of kickball was played in two formats similar to whiffle ball, (i.e., traditional format and modified like Rounders). The practicum student suggested ways to increase movement and pace. Once the ball was kicked into play, instead of exchanging a striking object like the tennis racquet, the offensive team exchanged a small object (i.e., bean bag). The fielding team still had to secure the ball, line up single file, pass the ball backward, and return it to the target drop (i.e., hoop on floor, or cardboard box).

In order to determine whether these activity modifications and weight training sessions were having an impact on the students, fitness measures were taken before and after the nine week session. The general physical educator needed guidance in selecting an assessment tool for this purpose. The practicum student provided this support.

Fitness Measures

Two measures were taken, one using a standardized fitness test for individuals with disabilities, and the second included counting the number of steps in an activity. For the standardized fitness testing The BPFT was used to

Table 3. The game of Rounders

Description - Rounders is a game played in England that mimics American softball or whiffleball or baseball. The game of Rounders requires movement from the hitting team as well as the fielding team once the ball is put into play.

Rules - In the game of Rounders the batter puts the pitched ball into play by striking it with a bat or in this case a tennis racquet for this class. Once the ball is put into play, the batter I carries the tennis racquet to the offense teammates who have divided themselves into two lines facing one another. The batter hands the racquet to the first person in the line who then races across a designated distance (i.e., 15 - 25 ft) and hands it offto the first person in the opposite line. This shuffle oftennis racquet continues back and forth all the while the fielding team is running to secure the ball in the field. Once the ball is secured in the field by the defense or the fielders, all the players must form a single file line behind the first person who fielded the ball. When the line is formed, the ball is passed backward to the each player until it reaches the last person. Once it reaches the last player in the fielding line, that person races to a designated target area somewhere near the batter's box, (i.e., hoop on the ground near home plate). With the ball in hand, the player drops it into the hoop and play is stopped. Once the ball is in the hoop, the batting team, who have continued running back and forth exchanging the tennis racquet, must stop.

Scoring - Each pass of the tennis racquet is counted as a run. Once the runs are tallied a second, third, forth, etc., batter is brought to the plate. When all members of the hitting team have had a turn, the two teams switch positions (i.e. offense to defense and defense to offense).

measure pre-post changes in the students' health related areas. Pedometers were used to count the steps taken in the tradition format of playing tenniball versus the modified version of Rounders. Pre fitness measures were taken near the end of the first week of the practicum student's assignment and post measures were taken in the ninth week. The fitness items tested from the BPFT included 20 m pacer test (20 m), sit-ups (SU), flexed arm hang (F AH), bench press (BP), isometric push-up (IPU), standing long jump (SLJ), sit and reach (SR).

Units of scoring for items selected from BPFT were as follows:

20 m pacer = number of laps
Sit ups = number of reps in 2 minutes
Flexed arm hang = number of seconds held
Bench Press = number of reps for 35 lbs
Isometric PU = number of seconds held in position
Standing LJ = distance in feet and inches
Sit and Reach = distance in centimeters (em) reached using sit and reach box

See Table 4 for results of pre-post fitness measures.

In addition to the fitness mea sures recorded, the number of steps taken by the students during an activity was measured using a pedometer. The students were allowed to wear the pedometers for several class periods before measurements were taken. Some students were distracted by this device and needed time to become comfortable wearing it during an activity. To help students become more comfortable wearing the pedometers, arrangements were made with the special education

Table 4. Pre-Post Brockport Physical Fitness Test scores for student with disabilities

Test Items	Sbj 1 Pre/Post	Sbj 2 Pre/Post	Sbj 3 Pre/Post	Sbj 4 Pre/Post	Sbj 5 Pre/Post
20 m (laps)	16/12	7/13*	14/14	12/31*	26/31 *
SU (reps)	20/32*	22/31 *	12/25*	12/25*	29/33*
FAH (see)	5/2	3/3	22/6	41/26*	17/23 *
BP (reps)	20/22*	13/22 *1	8/27*	15 / 22 *	20/22*
IPU (see)	2:12/ NR	52/NR	2:25 INR	1:55/NR	38/NR
SLJ (ft in)	3' 2"/3'4"	*3' 2"/2'	3'9" / 3' 6"	4'2"/4' 6"*	4'7"/5'*
SR (em)	37.5/30	25/28*	29/15	28/24.5	29/30*

Note: Only five subjects complied with data collection.
NR = not recorded
* = denotes improvement

Subjects	Traditional format	Rounders Modification
1	250	1900
2	500	2300
3	900	2200
4	900	1600
5	1100	2500

classroom teacher to allow the pedometers to be worn in class.

The numbers of steps taken during the activities were recorded for three class periods. The average for these three class periods is reported for the game of tenniball in a traditional format versus tenniball using the Rounders modification. See Table 3 for a description of the Rounders game and see Table 5 for a comparison of the number of steps taken using the two activity formats.

Table 5. Comparison of steps taken using traditional versus modified game format

Discussion

The purpose of this article is to share the impact that one practicum student studying in adapted physical education made while assigned to a general physical educator teaching students with disabilities. The class was a self-contained high school class of six students (only five were involved with testing) with identified developmental disabilities. With the help of a practicum student studying adapted physical education, the general physical educator was able to conduct meaningful assessments, implement game modifications, and focus much of the activity content on fitness. So rather than have the reader focus on the fitness improvements of the students reported in Tables 4 and 5, it was the intent of this article for you to consider the teaching improvements made by the general physical educator thanks to the practicum student.

The practicum student helped the teacher locate and implement a standardized fitness test for students with disabilities. The teacher now has data to support the curriculum and can demonstrate student learning and fitness improvement. This data is valuable to include during Individual Education Plan (IEP) meetings. With this information the general physical educator can contribute meaningfully to the IEP process. With this information the general physical educator can also adjust the curriculum as needed to improve student performance, (i.e., redirecting games or activities that emphasize lower body strength or cardiovascular endurance).

As presented in Table 4, every student in the class improved in sit-ups, bench press, and three of five students improved in the 20 meter pacer test. These items represent improvements in muscular endurance, muscular strength, and cardiovascular endurance. It would appear the combination of weight training and the modified activities to increase movement have positively impacted student performance. Both of these program changes were made possible by the support from the practicum student. Physical educators, untrained to work with students with disabilities, need support to implement appropriate programs for students with disabilities. Utilizing practicum students from adapted physical education university programs can be beneficial. Contact your local college or university to determine if such a student exists and then take steps to have them join you in class. This can be a valuable experience for both parties involved (i.e., teacher and practicum student). However, the greatest impact will be on the students with disabilities in the schools.

References

Winnick, 1., and Short, F., (1999). *The Brockport Physical Fitness Test.* Champaign: Human Kinetics.

Remember
No Hoosier Children Left on Their BEHINDS!

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

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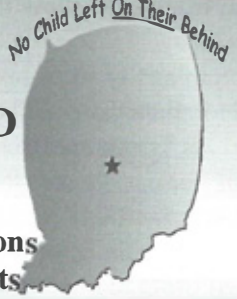
Audrey Satterblom, IAHPERD President



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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.
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Could our whole profession sing along?
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Some folks are inspired by poetry,
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The inner thoughts of you and me.
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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

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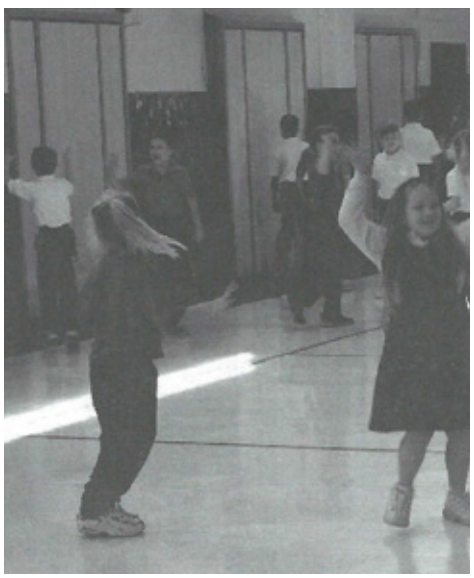
33 Schools, 600 Stud

Tell City Junior High School: l-r Rachel Lively, Lisa Crawford, Courtney Bender & Caitlyn Hiflin.

St. Mary of the Kn

Clark Pleasant Middle School



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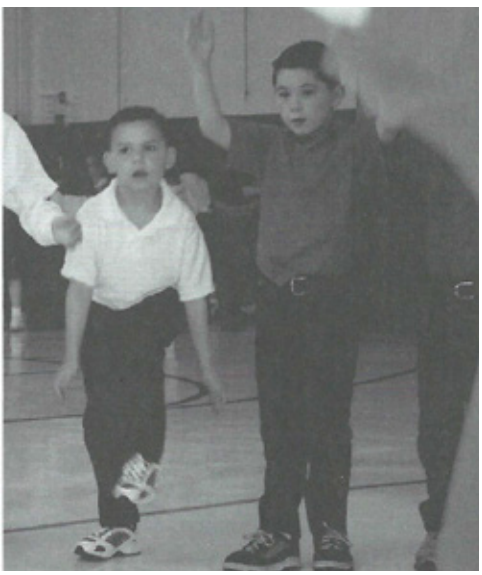

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—Carol White, New Albany

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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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