

# INDIANA

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for Health, Physical  
Education, Recreation,  
and Dance



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# JOURNAL

# Indiana AHPERD Journal

Volume 35, Number 1

Winter 2006

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

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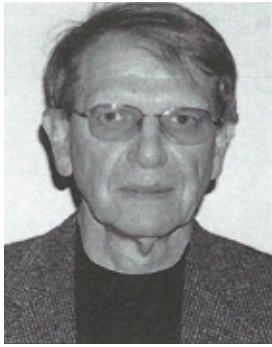
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## “Running for a Healthier Indiana”

A few years ago at a National AAHPERD Convention I heard a friend address his audience by stating, “To say something that is worthy of your collective ears (eyes in this case) represents an opportunity and a challenge.” My friend went on to say his challenge was the same as the gentleman who died and went to heaven on the basis of what great deeds he had performed during the famous Johnstown flood. Upon arriving at the Pearly Gates, he was given the same opportunity I have at this time – to say (write) anything he wishes. After much deliberation, he decided that since he was there as the result of his work during the Johnstown flood, that would be what he would talk about. Upon telling a friend of his decision, the friend said, “Fine, but I think you should know that Noah’s in the audience.” That is how I feel – that some of you have achieved so much that what I have to say will pale by comparison.

I certainly hope we have a great many readers out there willing to help IAHPERD continue to move forward by sharing their gifts, skills and talents their strong desire to serve our profession. The future is bright for IAHPERD if we are willing to sacrifice our time and energy to continue the hard work of our past-presidents and their respective Boards of Directors. Our future is bright if we continue to reach out in educating our students, their parents, school boards, principals, and our state legislators. However, not everyone reading this message is a member of the Board of Directors. It is imperative that every IAHPERD member becomes a “runner” in his/her respective community advocating quality health and physical education for everyone in their local communities. We must be willing to talk with our local PTO’s, service organizations, and principals promoting the merits and necessity for quality health and physical education programming taught by certified professions. Each of us can “Run for a Healthier Indiana” by advocating for new equipment, more supplies, and better technology to teach our classes.



We can all inform our administrators of the regional workshops offered through IAHPERD, the importance of our professionals being responsible in attending our conferences, and of the value of participating in the legislative day held each year in Indianapolis. You do not need to be a member of the IAHPERD Board to do any of the above

If you know a fellow professional working at your school and he/she is not a member of IAHPERD, you must encourage his/her involvement.

If you are a professional educator, you must hold yourself accountable for the responsibility of developing quality health and physical education programs in the state of Indiana. Each of us has been entrusted to complete our charge of preparing the children and the citizens of Indiana to live the highest quality of lives possible. Thus, as professionals, it behooves us to “run” to communicate, advocate, and educate our children, our citizens, principals, and our legislators to the merits and benefits of health and physical education. Without every professional who is eligible for IAHPERD membership lending their support, we cannot speak in a strong, united voice for our constituents – the children and adults of our great State.

I would like to challenge each of you to pledge yourself to begin to “Run for a Healthier Indiana” through communicating the importance of quality health and physical education for Indiana, advocating for coordinated school health programs, and educating all citizens of the necessity for daily activity, sound nutritional patterns, and not starting or ceasing smoking. There are a plethora of opportunities for you to become involved in Indiana’s future. Take the challenge and give IAHPERD the benefits of your time and your talents. You can make a difference. You need to start Running for a Healthier Indiana.





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## Top Ten Most Frequently Asked Questions in Risk Management

Workshop participants, practicing lawyers, school superintendents, athletic directors, and coaches often ask the following questions:

1. *Can I as an athletic director be sued?*

Yes!

2. *Can any coach be sued?*

Yes, paid or volunteer!

3. *What is the minimum number of coaches I must have for a sport to our duty of reasonable care?*

There is no magic number. However, the courts generally review the following factors: the type of activity (contact or non-contact sports), the size of the team (tennis team with 12 versus the football team with 60+), the experience of the coach, and the coaches preparation.

4. *I have to use non-faculty coaches and most of them have no certification. What can I do to protect the school from liability?*

Have the coaches read your athletic department handbook, review all policies with them, evaluate them often, and require them to complete a first aid and CPR course. Once a certification class is available, have them complete the class.

5. *What is the best wording to use on informed-consent, release to participate, or permission-to-play forms?*

The form should be

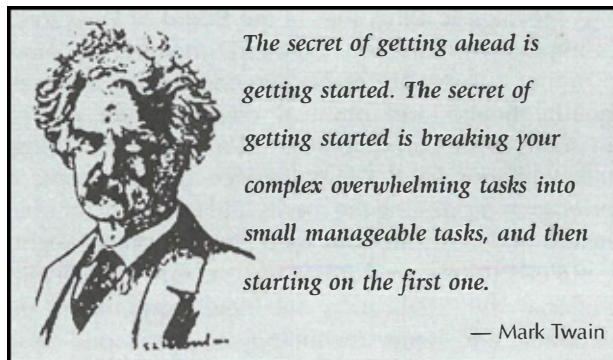
- A. Concise
- B. Clear
- C. Refer to issue of negligence
- D. Outline all inherent risks involved in the activity
- E. Signed and dated by each parent or guardian
- F. Finally, the form must be reviewed by the school's legal counsel.

6. *My athletes practice and compete in a facility that is not as safe as it should be, but it is the only one available for its sport. What should I do?*

Report all conditions to your supervisor and indicate why there is a safety issue. You should also provide suggestions for improvement. In the meantime, you should try to remove or cover the hazard.

7. *Is it acceptable to use protective equipment handed down from the varsity team?*

No! It is a common practice but not a safe practice. Football helmet manufacturers, for example, only guarantee a helmet for 10 years. The safest policy is



not to hand down protective equipment.

8. *I have heard that coaches are suppose to supervise players at all times, including in the locker room. How can coaches be in the gym and locker room at the same time?*

The best solution is to have a locker room monitor. Another solution is to have an assistant coach supervise the locker room while the head coach is at the activity site. Whatever the strategy, continually remind the players about their own duty to act responsibly as they move from the locker room to the activity area. Finally, all coaches should be required to have written supervision plans to cover all situations on file with the athletic director.

9. *What is an acceptable safety zone outside the boundary lines of a field or court?*

Most governing bodies list suggested buffer/safety zones in their rule books. For example, in basketball, ten feet is recommended buffer/safety zone, with three

feet the minimum. You can never have too large a buffer/safety zone. If you are going to err, err on the side of too much space.

10. *What does "standard of care" mean? I hear about our duty of care to athletes; but isn't keeping athletes safe just common sense?*

Case law has established the following duties that coaches or athletic administrators have regarding student-athletes:

- a. Offer proper instruction.
- b. Offer appropriate activities.
- c. Offer proper and appropriate supervision.
- d. Offer proper and safe equipment and facilities.
- e. Offer proper warnings.
- f. Offer proper conditioning.
- g. Offer proper care after an injury occurs.
- h. Follow appropriate rules and regulations
- i. Maintain records.
- j. Provide adequate and temporary emergency care.

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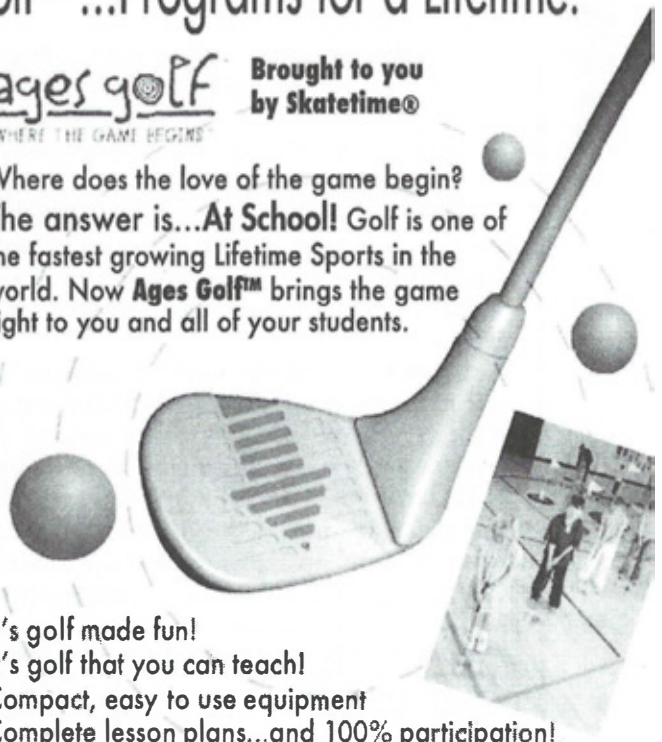
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# Using University Practicum Students to Assist Teaching Students with Disabilities in Physical Education

by

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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

**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                |



**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 (10 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)   |

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

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

**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 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 off to the first person in the opposite line. This shuffle of tennis 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, fourth, 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).

| Test Items  | Sbj 1<br>Pre/Post | Sbj 2<br>Pre/Post | Sbj 3<br>Pre/Post | Sbj 4<br>Pre/Post | Sbj 5<br>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 (sec)   | 5 / 2             | 3 / 3             | 22 / 6            | 41 / 26*          | 17 / 23*          |
| BP (reps)   | 20 / 22*          | 13 / 22*          | 18 / 27*          | 15 / 22*          | 20 / 22*          |
| IPU (sec)   | 2:12/ NR          | 52 / NR           | 2:25 /NR          | 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 (cm)   | 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                                 |                   |                   |                   |                   |                   |

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 whiffleball (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 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 (FAH), 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 (cm) reached using sit and reach box

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

In addition to the fitness measures 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 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

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



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.

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




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## Profiles of Excellence: Indiana Teachers of the Year 2005

by

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What does it take to be an Indiana Teacher of the Year (TOY)? Each year, the Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) sponsors a members recognition program to honor outstanding education professionals from a variety of program areas (health, physical education, dance) and grade levels (elementary, middle school, high school). These outstanding teachers provide some valuable insights into the programs, ideals, and personal styles of these committed educators. They also serve as role models for their colleagues as well as are inspirational to many.

Previous research indicates that there are some common characteristics of Teachers of the Year, both in physical education and in other disciplines. These individuals are involved with students outside of the classroom, lifelong learners, (Ange, Greenwood, & Miller, 1994; Brod, Weidemer & Weidemer, 1986; Hicks, 2005; Isenberg, & Raines, 1990; Sederberg & Clark, 1990) and seem to be reflective in their teaching practice. (DeMarco, 1998) The majority of TOYs also possess a graduate degree at a higher percentage as compared to non-TOYs. (Ange, Greenwood, & Miller, 1994; Brod, Wiedemer, & Wiedemer, 1986; Isenberg & Raines, 1990) TOYs appear to be more dedicated to their profession than non-TOYs as 98% of the TOYs reported working at least an additional one-hour per day on uncompensated, school-related activities as compared to 55% of their counterparts. (Brod, Weidemer, & Wiedemer, 1986) Sederberg and Clark (1990) found that TOYs were dedicated to their profession as demonstrated by their additional class preparation, involvement in student assessment and work as directors of co-curricular activities, and involvement in professional meetings. Sederberg and Clark (1990) reported that TOYs want to play a role in the lives of students by demonstrating a caring attitude toward their students, both in the classroom

and outside of the classroom. In a rare investigation of student perceptions of TOYs, Goldsmid, Gruber, and Wilson (1977) and Hicks (2005) analyzed the supporting statements made by students and faculty. This research found that students perceived that these teachers showed a concern and genuine interest for their students. Those individuals recognized as outstanding teachers also provide meaningful learning opportunities for their students by providing new ideas for their students, implementing creative ideas, and constantly changing teaching strategies or curricula approaches to keep the material 'fresh' for students. (Isenberg & Raines, 1990) Hicks (2005) also found that TOYs in physical education have a positive influence on the physical activity levels and attitudes toward physical education of students enrolled in their classes. This may be due to their commitment to remaining physically active themselves. The 2005 IAHPERD TOYs demonstrate many of these characteristics as well.

### Elementary Physical Education Teacher of the Year

Stephen Govorko has been described as the "heart and soul of his school" and is a repeat award winner in this category. He is a physical education teacher from Walt Disney Elementary in Mishawaka, Indiana who has been teaching for 31 years. He holds a B.S. and M.S. degree and has completed ten credit hours beyond his master's degree. He was named IAHPERD Elementary Teacher of the Year (TOY) in 1997. Stephen is well honored in this profession, receiving the TOY award for his school corporation, the first time a physical education teacher was awarded such. He also received Indiana's highest award, the Sagamore of the Wabash, awarded by the Governor of Indiana. He was also selected as the 3rd District American Legion Educator of the Year in 1997.



Steve is very active in his school and community. In addition to his primary teaching responsibility, he also teaches methods classes in health and physical education and adapted physical education for St. Mary's College (Notre Dame, IN) and Bethel College (Mishawaka, IN). He started a school dance group, Disney Dancers, in 1975 that he continues currently as the largest extracurricular activity in his school today. He collaborates with fellow teachers in his school, for example, teaming with the music teacher to lead the dance group. He serves as a clinician for workshops. He created a bullying unit prior to the Indiana mandate because he saw a need to do so. He volunteers to assist with the development of motor skills in at-risk kindergarten students. He has a passion for adapted students, often taking courses to further his knowledge in this area and presenting frequently in related conferences and workshops. He also integrates this passion in his teaching by including a disability awareness unit. He also develops Olympic and veterans awareness units. He organizes an eventful field day involving many parents. He also volunteers by serving on the board of the American Heart Association, IAHPERD, Midwest AHPERD, a staff clinician for the Educator's Professional Development Institute, and was appointed to the Indiana professional Standards Board (IPSB) Advisory Group. He completed Mentor Training for Beginning Teachers for Indiana and mentors beginning teachers in his school corporation. He is also a member of Action for Healthy Kids (AFHK).

Professionals familiar with Stephen's teaching state that he challenges his students to develop the knowledge, understanding, and the ability to develop healthy lifestyles. He models a healthy lifestyle to them. He demonstrates various teaching strategies to enhance student learning and others note his enthusiasm toward teaching. His principal states that he is as enthusiastic today as he was his first day in 1972. He integrates plans based on state and national standards and often incorporates the standards in math, writing, and language arts into his lessons. Peer teachers note students' comments concerning his high level of content knowledge and caring attitude. He provides an inviting classroom where every student is a winner. Other teachers also note that he is a lifelong learner, spending extra hours on lesson plans and reading journals and books to stay current in the field. He has published numerous creative games and helped to develop miniature golf equipment sold in a leading equipment catalog. One of his colleagues described him as "the heart and soul" of his school.

Stephen describes his job as, "to make physical education a part of the total education program...that contributes primarily through movement experiences, and helps develop quality physical skills in all students."

## **Middle School Physical Education Teacher of the Year**

Monica Malloy teaches sixth, seventh, and eighth grade physical education at Nathaniel Scribner Middle School in New Albany, Indiana and has been chosen as the IAHPERD Middle School Physical Education TOY. She has been teaching five years and has earned her Bachelor's degree and Master of Arts in Teaching. She also is the coach of the track and field team. Her accomplishments are especially noteworthy since she is a cancer survivor.

Monica is active in her school, community, and professional organizations. She is active in her school corporation's "Brain-Based Teaching" and displays appropriate posters, various displays, and activities in her gymnasium. She incorporates diversity in her dance unit by introducing several types of dances and exposes students to various cultures through cooperative games. She introduces 'new' concepts through various units, such as Pilates in her fitness unit. She demonstrates various teaching methodologies, such as utilizing pedometers while also focusing on differentiated instruction and multiple intelligences. An example of her multiple intelligences is her created activity of 'Fitnopoly' where students use fitness concepts in a game similar to Monopoly. She also attends many extra-curricular events in support of her students. She serves her community by serving as her school's Relay for Life team leader and technology committee and is a member of the corporation's members on Differentiation Instruction Committee. She often applies for grants to provide increased opportunities for her students. She attends state and national conferences and works closely with colleagues in her school for interdisciplinary activities. She serves IAHPERD as an Executive Board Member, advocacy committee member, Fitness Council, and Director of Regions. As an advocacy committee member, she travels to the statehouse to advocate her legislators for healthy nutritional choices and physical activity in the schools. As Director of Regions, she works with non region coordinators to offer professional development workshops. She also presents at the state and local level.

Monica's colleagues note that she is dedicated to her profession. Her principal appreciates that she incorporates state standards, developed the current physical education curriculum, and is always enthusiastic to teach each day. She encourages each student to do his or her best, regardless of fitness or skill level. She is also an example of physical fitness for her students, often participating with them during class.



## Secondary Physical Education Teacher of the Year

Keith Buetow, Martinsville High School, is the IAHPERD Physical Education TOY for 2005. He has a B.S. and M.S. in Education and has been teaching for 30 years. He serves as chair of the health and physical education department and teaching aquatics for Martinsville High School. His teaching load includes aquatics for regular physical education and lifeguard training.

Keith demonstrates his qualifications for this award in several categories. He follows the state and national standards in his aquatics program, incorporating fitness and skill concepts and competencies. As department chair, he encourages his peer teachers to address the appropriate standards as well. He remains an active learner and brings new concepts to his classroom from readings, workshops, and state and national conferences. He also states that he learns from his students, especially in the Water Safety and Lifeguard Training courses. He utilizes many teaching strategies such as visual media, critical thinking, peer assessment, case studies, and personal workout regimens. Keith is involved professionally on many levels. He serves his school by chairing and participating the health and physical education curriculum committee and as president of the Indiana High School Swimming Coaches Association (IHSSCA), serving as executive director since 2000. As the executive director of the IHSSCA, he is responsible for organizing the annual fall clinic for Indiana members. He has also been named as the TOY for Martinsville High School, Sectional Swimming Coach of the Year, IHSSCA Outstanding Service Award recipient, and Outstanding Volunteer for the American Red Cross. He serves the American Red Cross by making several radio and television presentations. Keith served as regional director and on the awards committee of the National Interscholastic Swimming Coaches Association. In addition, he serves on the IAHPERD board of directors as the Aquatic Program Council Director.

Keith's colleges hold him in high regard. His principal states that Keith "demonstrates a high caliber of professional and personal characteristics that make him an outstanding educator." Keith states that the area of aquatics is his passion and he conveys this message to his students. Keith attempts to, "impart this love of aquatics and activity to my students....and (yet) be aware that of everyone's feelings toward the water...(such as working with students) that have had near-drowning experiences and those with deep fears of the water. If I am to have any success in class...I must be able to ...not make someone feel as if they are being singled out."

## Health Education Teacher of the Year

Kathy Newman-Smith serves as the department head for health and physical education at Manual High School in Indianapolis, Indiana. She has been teaching for 20 years and has her B.S. and M.S. degrees. She is a certified CPR instructor.

Kathy serves her school and profession in several avenues. As department chair, she coordinated videos to facilitate student learning in health. She was on the textbook adoption committee and has been instrumental in the implementation of the Coordinated School Health Program in her school corporation. She also coordinated a staff wellness day, including wellness measures for staff members of her school, as well as coordinated the bi-annual blood drive. In cooperation with her principal, she developed a virtual health program (on-line) for students. She is a continual learner seeking information to interest and motivate her students. She coaches tennis at Manual High School. She also serves as the IAHPERD Secondary Physical Education Program Director. In addition, she teaches a physical education methods course for the University of Indianapolis.

Kathy utilizes varied teaching strategies to reach her students. She incorporates student PowerPoint presentations addressing various health topics and requires students to develop song lyrics with music related to health topics. She also utilizes services in her community such as the "Baby Think It Over" program, allowing students to "experience" parenthood. She also enlists the expertise of guest speakers and programs in her health classes and offers these services to her peer teachers.

Kathy's colleagues hold her in high regard. One peer writes that Kathy goes beyond the "call of duty" for her students in the Health classroom. She takes home the textbook over the summer and prepares her lessons with much thought. She also incorporates the practical aspects of health and the applications to students' lives. Kathy believes that by "providing programs that deal with increased nutrition with an emphasis on healthy eating, we hope to increase academic achievement levels of our students."

## K-12 Dance Educator of the Year

Donna Arlynn Frisinger is the Fine Arts Director of the Faith Outreach Center in Rochester, Indiana where she teaches students to "dance with their souls". She has both her B.S. and M.S. degrees and has been teaching for 18 years. She was also named the 2004 Dance Grant recipient for Lakeland Christian Academy in Warsaw, Indiana.

Donna remains active in her school and community. She developed an extracurricular program for girls, named "Rhythm 'N Grace", where student members performed

Donna's choreographed steps at various banquets, chapels, service organizations, and nursing homes. She also organizes talent shows and various student performances for athletic, band concerts, fund raising, talent shows, parades, pageants, community service clubs, and festival events. Her groups have won numerous Dance Team competitions and have performed for the Indiana Pacers, Notre Dame University, Butler University, Ball State University, and Purdue University. She also organizes student field trips to dance professional dance performances in the community. She was instrumental in founding and organizing the Indiana State Dance Team Association (ISDTA) and served on the Board of Directors from 1995-2001. She also chaired the ISDTA scholarship committee, served as secretary, and was responsible for several dance clinics. She has written articles for professional journals.

Donna incorporates varied teaching strategies. For example, she teaches a wide assortment of dances incorporating jump ropes, step ladders, hula-hoops, tambourines, colored balls, chairs, benches, basketballs, ribbon sticks, pom-poms, washboards, wooden boxes, suitcases, big balloons, mops, brooms, and pizza discs. Cultural diversity is an important aspect of her program. She choreographed a parachute routine to Disney's "It's a Small World" where students "stopped to dance in different countries". She used the stepladders to have one student play the puppet on the floor while another student played the puppeteer while dancing. Donna also celebrates various cultures. Students "travel the world" by performing dances from various countries. She travels the world herself and brings back cultural items to use in her classroom. She also has the students peer critique using video tapes. She also serves as role model for her students, remaining in terrific physical condition.

Donna's principal writes that she worked with each girl to make sure that they did their best and pushed them to work hard and be precise. Through this experience the students developed a 'team spirit' and learned to work together. Donna writes that she believes in the motto, "to live is to dance; to dance is to live" and encourages students to, "dance with their souls". She has found that even unenthusiastic students join in the activities with the right musical choice. She states that music is the universal language and dance is the universal interpreter, "celebrating the gift of life". In sharing of her love of dance, she has seen "timid, shy, awkward girls blossom into self-assured and confident performers and leaders."

## Summary

IAHPERD TOYs for 2005 display, several interesting characteristics were noted when studied as a group. They are experienced in the profession, averaging 20.8 years of

experience. They have advanced degrees with all attaining a Master's degree. They have also been recognized by various other groups as to their outstanding teaching abilities. An important aspect in today's culture is their concentration on remaining a role model for physical activity and fitness. Each is extremely active in professional organizations, assuming various leadership roles. They are involved in extra-curricular activities. Each also remains a continuous learner, seeking new and creative strategies to bring to their classroom. These teachers serve as an inspiration to many.

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

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## Profile in Program Promotion: Indiana Teachers Fighting the Cut-Back Trend

by

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Note: This is part of a recurring series, written by the chair of the advocacy committee of IAHPERD. The purpose is to showcase Indiana Teachers who are making significant strides in their respective school by promoting health and/or physical education. This series will highlight the activities of teachers to demonstrate that health and/or physical education is making a difference in our school systems. Please contact Lisa Hicks (lhicks@uindy.edu) if you know of a teacher successfully promoting their program within a school to feature in a future journal article.

Do you wish you had a state-of-the-art building for physical education? Do you wish you had state-of-the-art equipment within that building? Do you wish you and your colleagues were excited to teach physical education every day? This is a story of a teacher who had a dream...and her dream turned into a reality.

Candy Handy-Olge, Raymond Park Middle School (Warren Township, Indianapolis) was ready to find a new profession a few years ago. Her school was facing teacher cuts. She was tired of the lack of administrative support, negative middle school students attitudes toward physical education, and terrible physical education program (her reference.) She had approached two former principals with innovative ideas to 'ump-start' their physical education program without response. She could not see herself surviving in this profession until retirement. One day someone listened. Mrs. Kathy Deck was a new principal with a vision to significantly change the structure of the school to increase standardized test scores. One day she asked Candy what she thought of the physical education program and how it could be changed. One more time, Candy presented her vision and this principal listened.

The program at Raymond Park Middle School is very different than a few years ago. This school enjoys two gymnasiums, two pools (one instructional and one recreational), a weight room, cardio/fitness room, wrestling room, and dance area. Each physical education teacher has his or her own dedicated classroom! This is all for a school

with a student enrollment of about 900 students. This was possible due to the vision and dedication of one teacher, Candy Handy-Ogle.

So, how does a physical education teacher get such amenities? Here is Candy's plan of action; she believes in the 'Power of the P'. Her 'Power of the P' includes eight essential areas: plan, paper, people, program, principal, presentation, parents, and passion and persistence.

Step One: Plan. Candy states that teachers should have a vision of what their perfect physical education program would look like. You should consider your school's, your students', your community's, and your own personal needs when developing a program. Candy's vision included a program where students participate in various zones of cardiovascular fitness, flexibility and strength workouts as well as pool, sport, and interactive Friday activities.

Step Two: Paper. Your vision needs to be written down on paper. This makes the dream more of a reality and provides others the opportunity to see your plan. Candy indicates that she had her plan ready to go several times because she always wanted to be ready when the opportunity would present itself. She also states that administrators want to see written evidence and are more receptive to change when they believe it will benefit the students. The plan does not have to be a fancy, electronic slide show. Candy's plan was described on a series of poster boards.

Step Three: People. A key to any successful organization is the people who comprise the organization. Candy is fortunate to have three peer teachers dedicated to the program: Channing Russell, Jill Simala, and Dave Niederhaus. These individuals share the load of data assessment, hallway promotion, writing a newsletter, technology, and student incentive. Your staff is either part of the solution or part of the problem. To make peer teachers part of the program, have them list their dream of involvement in a 'perfect' physical education program. This helps to get 'buy-in' to your vision. You can also create ownership of the program by offering fellow teachers a choice of



activity to teach, allowing them to teach in their area of expertise. As the leader and the teacher with the overall vision, Candy took the area not in her area of expertise, but one that her principal felt was important, dance.

**Step Four: Program.** After surveying your staff for areas of potential involvement, build a program. The program at Raymond Park consists of two days in a zone area addressing cardiovascular fitness, flexibility, and strength. One day each is spent in the pool, various sport topics, and interactive (choice) activity. Candy put the individuals in the area of their choice and good things started to happen within the program. It is not important to have the plan perfected the first year. Remain flexible to retain successful activities and change unsuccessful activities.

**Step Five: Principal.** The key to any successful initiative within a school is the involvement of the principal. Candy meets weekly with her principal to discuss relevant issues. Candy was diligent to involve and inform her principal of dreams, concerns, and relevant data. She continues to share physical activity data to support standardized test scores and other assessment techniques. Candy understands that a principal is measured on the test scores of students and she shares her program's contribution with her principal. Raymond Park is fortunate that its principal has a hidden agenda: she has a love for the discipline of physical education and cares deeply about the success of her middle school students. Advocating your program begins at the grass-root level (within the school); but, for success, the principal must understand and support the initiative.

**Step Six: Presentations.** Presentations are a way to market and promote your program. Candy understands this and utilizes every avenue possible. She and her staff are active presenting at IAHPERD conferences, filling the school hallways with physical education literature and student activities, and speaking to various community organizations. She is a firm believer in displaying pictures of all student and staff activities. These visual aspects are displayed with pride throughout the school.

**Step Seven: Parents.** Parents are the voice of the community and often exhibit a great amount of influence toward a school system. She builds positive relationships with parents and makes sure that parents are aware of the importance of physical education. She is also aware that her current students are the school board, staff, and superintendents of tomorrow. Thus, she treats her students as if they were voting on the importance of her program today. Candy realizes that it is important to remain polite to all individuals as he or she may have a strong influence on her program in the future.

**Step Eight: Passion and Perseverance.** These are probably the most powerful aspects of any program. A dedicated teacher is passionate about the subject matter, which does not allow for failure. Candy was passionate about her vision which eventually turned into a reality due to her perseverance. She did not let two previous principals dim her enthusiasm for a quality physical education program. She remained on course until a principal finally listened and believed in her vision.

It is important not to worry who gets the credit for an outstanding program. Candy has demonstrated that she knows where to push administrators and let them take the credit for the program. She also understands that a dedicated teacher spends more than the required amount

of time at school. Candy's typical day consists of arriving by 7:00 am, teaching numerous classes during the day, conducting meetings during her prep period, and working on student awards or teaching activities until 5:00 pm. She often works at home after dinner as well.

Candy is extremely active promoting her program in her school and in her community. To name just a few of her initiatives, the week I visited her school her activities included:

1. **Drug Prevention Week:** Each day of the week had a theme and classroom received points for various activities. She and her staff calculated points and delivered awards to classrooms each day. She and her staff had written grants to receive prizes to award winning students. Students also provided daily announcements regarding the program and competition.
2. **Game Plan for Life (Sponsored by the Indianapolis Colts):** She coordinated an essay and art project related to student success. She was notified that week that she won 40 tickets to a Colts game that week and she was quickly organizing transportation and parent supervision for a Sunday game. She also arranged for the announcement and poster display to recognize the winning students in the hallways.
3. She was preparing for two presentations at IAHPERD the following week. Her presentations included the development and organization of fellow presenters, slides, pictures, and handouts.
4. She was writing a grant to bring winter tennis to her school. She coaches tennis in the fall and would like this program to be expanded.
5. **NCAA:** She was involved in various meetings for her students to be involved in the NCAA final four in Indianapolis.
6. **Red Ribbon Week:** The following week she and her staff were coordinating activities for this event.
7. **Ranger Rally:** She and her staff were planning for a student-parent physical activity night with a turkey theme.
8. **County Health Department:** She and her staff were organizing student BMI measures.
9. **End of Grading Period:** She and her staff were organizing locks, lockers, uniforms, etc. for the end of the grading period.

Candy Handy-Ogle is a dedicated professional. Because she was diligent in her quest for a quality physical education program, she not only saved several teaching positions within her department (several areas were eliminated from curricular offerings) but she also was instrumental in her school receiving a significant portion of a bond issue to develop the physical facilities to offer her visionary program. She accomplished this through promoting her program, sometimes without immediate result. Upon entering her school, the importance of physical education is evident. The main hallways are covered with pictures of her program. She retains that she continues to be involved in programs that support students so that her school feels like they cannot live without her or her program.

What would the status of physical education within Indiana be if one teacher from each school followed her example? Imagine the possibilities.

# COMMON PRACTICES THAT HAVE LEAD TEACHERS AND COACHES TO LITIGATION

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## Common Practices that Lead Teachers and Coaches to Litigation

Dougherty, Goldberger, and Carpenter (2002) suggested that the amount of litigation involving students/athletes and teachers/coaches is increasing. The conditions under which some injuries have occurred reflect the conduct of teachers and coaches. (Trichka, 2003) For example, in *Goff v. Clarke* (2003), a high school basketball player brought legal action against the boys' basketball coach for fracturing the player's wrist while showing him a wrestling move as the two were waiting for practice. The athlete alleged claims of assault and battery and negligence, arguing that there was overwhelming evidence on the issue of liability for battery. The court found that the coach was not liable on the negligence claim. However, the court judged that the coach was liable for battery. The intent of this article is to provide physical education teachers and coaches with "lessons" that can be learned from the facts of legal cases involving physical activity. Specifically, this paper reviews specific court cases where teachers and coaches have (1) coerced students to engage in activities they were afraid to undertake, (2) used excessive physical activity for punishment, and (3) aggressively demonstrated skills or techniques on participants to express how they wanted the skill performed. According to Schmidt and Wrisberg (2004), teachers and coaches are to assist students and players in

reaching their goals. Sport educators remain accountable for designing an appropriate learning environment and supplementing that environment with verbal instruction, demonstrations, and guidance procedures designed to inspire the participant to improve. However, according to the facts of the cases reported in this paper, students/athletes have claimed that their teachers and coaches have taken liberties beyond reasonableness to stimulate them to perform or behave, leading to civil action.

## Coercing Student Athletes

The incidence of coercing participants to perform beyond what they are capable is not new. According to the facts of a 1931 Washington State Supreme Court case, a seventeen-year-old football player was injured during practice and suffered back and spinal injuries. The boy claimed that he was induced, persuaded, and coerced by his football coach to train and practice as a member of the football squad without the permission of his parents. The athlete took the coach to court, claiming the coach knew of the injuries suffered in a previous practice. Subsequently, the coach coerced, persuaded, and permitted the athlete to continue to play. During the next game, the athlete suffered a severe injury that necessitated a number of major operations. He sued for medical expenses and loss of services as a result of negligence of the coach. In a majority decision, the court held for the athlete, reasoning that coaches cannot allow unfit players to enter a game or activity, or coerce and

persuade such players to play without being found liable for negligence. Although the court adjudicated the case in 1931, this type of coaching behavior is still a common practice today. (*Morris v. Union High School* (1931).

In *Landers* (1978), a 15-year-old student from Illinois suffered a serious neck injury while attempting to perform a backward somersault during a physical education class. The student filed a negligent complaint against the school district and physical education teacher. The girl claimed the physical education teacher failed to provide any personal instruction or attention to her with respect to the backward somersault prior to the accident. The facts of the case revealed that on the day before the injury, the student informed the instructor that she was afraid to execute the backward somersault because she was big and heavy and that she did not know how to perform it. Subsequently, while executing the maneuver, she snapped her neck. The court found the school district negligent, through the instructor, of willful and wanton misconduct in the supervision of the student's gym activities. The jury found that the teacher showed indifference to the student's safety when directing her to practice the maneuver on her own, without personal instruction or a preliminary testing of her strength. Directing students to practice on their own without instruction, may be interpreted as a coercive act, creating an avenue for litigation.

In Michigan, a 15-year-old student brought action against the athletic director, principal, superintendent, and school district for injuries that rendered the athlete a paraplegic. According to the court records, the football coach allegedly urged the boy to push himself to and beyond his limits during a weight lifting session. A Michigan trial court granted governmental immunity to all defendants and the athlete appealed. The Court of Appeals found that the superintendent and school district were protected with immunity. However, the principal and the athletic director were judged negligent for allowing the coach to induce, suggest, encourage, intimidate, and coerce the plaintiff to attend the lifting session and to attempt to lift heavy weight without having inquired as to his experience or capabilities to lift such weights without proper instruction. (*Vargo v. Svitchan, 1980*)

A high school girl in Missouri filed negligent claims against a school district for personal injuries suffered when she fell trying to jump a hurdle in gym class. The facts of the case revealed that the student was overweight and informed the teacher that she could not jump over the hurdle. She was afraid to attempt the jump and felt she would be in great danger of falling or catching her foot on the hurdle. The teacher told her to try anyway. In addition, the student argued that the condition of the property was not, in itself, dangerous but became dangerous because the gym teacher

urged her to jump the hurdle. On the attempt, her foot caught on the hurdle and she fell to the floor causing injury. The circuit court judged in favor of the school district. As a legal matter, the verdict showed that negligence was not proven to exist. Yet, as a pedagogical matter, teachers and coaches need to consider the fears of their students and athletes before coercing them to make such attempts at something they fear doing. (*Goben v. School District of St. Joseph, 1992*)

In Texas, a 12-year-old, 115-pound 7th grade football player sought action and relief to recover for damages for an alleged assault from his football coach. The facts disclosed that the coach, 28-years-old and weighing 195 pounds, was displeased with the boy's performance. The coach started yelling at the boy and struck him on the helmet with sufficient force to knock him to the ground, and then grabbed his facemask. The athlete was taken to the hospital complaining of weakness to his left hand, left forearm, and spasm in his left neck muscles. The hospital discharged the boy after eight days in the hospital. He completely recovered within several months. The coach testified that the objective of the physical contact was not to discipline the child but to "fire him up" or "instill spirit in him. The court entered a judgment for the defendant. Upon appeal, the court reversed the lower court's decision, sending the case back for a new trial. The appellate court did not accept the idea that a teacher and, in this case a coach, may use physical violence against a child (player) merely because the child was unable to perform at a desired level of ability, even if the teacher considers such violence to be "instruction and encouragement". (*Hogenson v. Williams, 1976*) The reasoning of the courts suggests to teachers and coaches that reasonable care ought to be used when selecting motivational strategies to inspire minors to perform.

In 1962, a 15-year-old Oregon football player was rendered a quadriplegic as a result of a neck injury he suffered during a high school football practice. The athlete brought action against the school district, the school district employees, and the Oregon State Activities Association. Prior to practice the coaches admonished the players against using the head-contact tackling method. However, the plaintiff used his helmet as the point of contact during tackling practice. The evidence suggested that the plaintiff used the technique on previous occasions during practice and members of the coaching staff "praised" the plaintiff for the "force" of his tackles, thus reinforcing the unsafe technique B and sending the player mixed messages. The court judged in favor of the athlete. (*Peterson v. Multnomah County School, 1962*). Coaches who enthusiastically praise inappropriate technique may be subliminally coercing athletes to use the improper technique. Coaches must be



vigilant to notice and correct inappropriate technique.

Recently, a high school swimmer from California sued the school district and coach for injuries that stemmed from a swim meet accident in which the student broke her neck while practicing a racing dive. She alleged that the injury was caused, in part, by the failure of the coach to provide her with any instruction on how to safely dive into a shallow racing pool. He insisted that she dive at the swim meet despite her objections, lack of expertise, fear of diving, and the coach's previous promise to exempt her from diving. Initially, the court judged in favor of the school district and coach based on the doctrine of primary assumption of risk which barred recovery. However, the plaintiff appealed to the California Supreme Court. The California Superior Court noted that a dispute existed as to whether the coach provided any instruction on shallow-water diving. Also in question was the nature of the coach's promises and threats to the swimmer, as well as whether the coach acted recklessly which precluded summary judgment. The Supreme Court sent the case back to the trial court to conduct further proceedings on these questions. (*Kahn v. East Side Union High School Dist.*, 2003) Insisting that an athlete perform a skill that she was not comfortable with, did not receive instruction upon, with a lack of supervision, may be considered a form of coercion.

In a Louisiana wrestling case, *Kluka v. Livingston Parish Sch. Bd.*, No. 82 (1983), a male basketball player challenged the girls' basketball coach to a wrestling match. The girls' coach accepted the challenge after being teased and goaded by the boys' coach and members of the boys' team. Two mats were placed together and the athlete and coach squared off to wrestle. After struggling a minute or so, the boy fell and injured his ankle. He sued the school board claiming that the coach was negligent. The court judged in favor of the athlete, but the school district. The Court of Appeals reversed the finding of the district court and dismissed the suit. Although the coach was exonerated, the facts of the case offer a lesson for today's teachers and coaches. Goaded and teased by others teachers and coaches may be deemed as coercive, and professionals should not give in to "adolescent pressure" when in a care-provider role.

## Excessive Physical Activity

A fourteen-year-old boy was enrolled in an elective physical education class. One day, the teacher observed the student talking to a classmate during roll call, a violation of a class rule. As punishment, the teacher ordered the student to do 100 "ups and downs", also known as squat-thrusts. The student had not been subjected to similar punishment before; but, he understood that if he stopped during this punishment, he would either be made to start over or would

be sent to the principal's office. After completing the 100 repetitions, the student participated in approximately twenty to twenty-five minutes of weight lifting activity required in the gym class. He did not complain to the teacher of pain or fatigue, fearing that would make matters worse. In the following days, the student was hospitalized and missed three weeks of school. He continued to experience fatigue and was unable to participate in school sports or physical education class. The student sought court action alleging that he sustained serious injuries as a result of excessive exercise imposed as punishment by his middle school teacher. The court found in favor of the defendant school district. The rule and the punishment for violating the rule were deemed fair and reasonable. This case involved excessive exercise imposed as punishment to maintain discipline, a legitimate state goal. (*Moore v. Willis Indep. Sch.*, 2000) Regardless of the legal finding in this case, teachers and coaches must carefully select appropriate disciplinary action. Pedagogically speaking, teachers do not often support using excessive physical activity for punishment. Generally, teachers recommend that disciplinary actions be previously planned and approved by the administration.

Two high school students were overcome by heat prostration while practicing football. David Lovitt died and Brian Cecil suffered serious permanent injury. Civil action was brought against the school district alleging that Lovitt's death and Cecil's injuries were caused by the negligence of the coaches who order the boys to perform unreasonably strenuous exercises. The plaintiff argued that the district and its administrators were negligent in hiring and failing to supervise the teachers. The Court of Appeals found that the district, superintendent, and principal were protected under the doctrine of governmental immunity. However, the court found the individual coaches negligent for their individual conduct. (*Lovitt v. Concord School District*, 1975) This finding should be of particular interest to teachers and coaches as it appears that governmental immunity often protects school districts while teachers and coaches stand alone, unprotected.

A mother in Louisiana took action against a physical education teacher and the school board alleging that her son suffered serious injuries as a result of his teacher calling him names and pushing him into a wall. The court dismissed the slander claim and entered judgment in favor of the teacher and the school board on the assault and battery claim. The court reasoned that the dismissal on the defamation claim was unsuccessful because the plaintiff failed to establish that the defendant used actual malice when publishing a false statement (calling the student "heart man" due to his congenital heart condition) with defamatory words and that it caused the plaintiff's damages. Also, witnesses testified that the plaintiff challenged the

teacher's authority by his actions and the that teacher grabbed the student as a result and shoved him. (Boone v. Reese, 2004) Although the court found in favor of the teacher and school district, teachers and coaches should not practice name-calling with students; as well, they must be careful in how they react to student provocation.

## Violent Demonstrations

Using violent demonstrations of skills with or on student athletes have entered the US BBS courts. In Virginia, Andrew Koffman, a 13-year-old middle school football player, entered his first year of playing football. After the first game and a few subsequent practices, the coach decided the team needed to practice tackling. The coach ordered the 144-pound Koffman to stand up and hold a football. Without warning, the 260-pound coach wrapped his arms around the boy, quickly lifted him off the ground, and violently drove him into the turf, breaking his arm. The young athlete took legal action claiming that the coach committed gross negligence, assault, and battery. The court dismissed the case stating that the 13-year-old assumed the risk. Upon appeal, the Virginia Supreme Court reversed the portion of gross negligence and battery due to the size differential (mismatch) between the athlete and coach and the fact that at no time during previous practices were students tackled by coaches. The high court sent the case back to the trial court to determine if the coach was grossly negligent. (*Koffman et al. v. Garnett, 2003*) Teachers and coaches must be careful when demonstrating skills "on" athletes. They are discouraged from participating in athletic activity with athletes, regardless of the size differential.

In Missouri, a student sued his high school wrestling coach and school district for an injury sustained when the coach applied an illegal hold on the boy. The court dismissed the petition claiming the school district was protected by the doctrine of governmental immunity. The ruling deprived the plaintiffs and other injured persons of the basic right to recover damages for negligence from the state and its subdivisions. (*O'Dell v. School District of Independence, 1975*). From a pedagogical perspective a professional instructional issue exists when applying an illegal hold to a student. If, in fact, the hold is illegal, does that make the use of that hold a violent act? In addition, SB teachers and coaches are reminded to use extreme caution when demonstrating skills on athletes.

A 15-year-old freshman Alabama wrestler suffered a severe spinal cord injury that rendered him a quadriplegic as the result of the student's "challenge match" with the wrestling coach. The student brought negligence action against the wrestling coach, the athletic director, and the school principal. The athlete and the wrestling coach were "kidding around" and "poking fun" about whether the student could win a wrestling match against the coach. The

coach testified that the athlete challenged him to wrestle at practice and that he accepted the challenge because he believed it would be "motivational" for his wrestling team. The coach weighed approximately 200 pounds, while the student-athlete weighed about 130 pounds. The court ruled in favor of the defendants based on state-agent immunity. The mother appealed. The appellate court did affirm that the athletic director and principal were entitled to state-agent immunity affirming the decision of the lower court. (*Giambrone v. Douglas, 2003*) Teachers and coaches should take note that the case was remanded back to the lower court to determine if the coach was cloaked with state-agent immunity. Regardless of the outcome, the coach is again found in litigation based upon improper activity. It could be argued that the more experienced, much heavier coach performed a violent demonstration regardless of the "motivational" intent. Also, note that the coach stood in court on his own, while the administration was found to be immune.

## Implications for Physical Education Teachers and Coaches

One of the duties owed by teachers and coaches is to properly instruct participants in physical education and sport activities. Therefore, based upon the cases presented in this article, a number of implications for teachers and coaches emerge.

1. Warn or inform the participants and the parents/guardians of the inherent risks of the activity, utilize signed agreement to participate forms, waivers and release forms. In addition, teachers and coaches must require written permission from parents/guardians for students/athletes to participate in activity.
2. During the course of an activity, it is reasonable to expect a student to suffer an injury. Provide the injured party immediate first aid, especially in heat-related injuries. If the injury is serious enough to require the care of an athletic trainer or physician, allow the participant to return to activity only after the injured party has been released to do so by the athletic trainer or physician. When a student or athlete returns to the activity, frequently inquire as to how the participant is feeling about returning to play. Also, refrain from persuading or coercing a player to return to action after any injury.
3. All teachers and coaches have encountered participants who appear unwilling to attempt new and more challenging activities. Respect the present state of mind of the participant and do not force him or her to carry out the activity. Consider breaking the activity down into smaller parts, revisit the lesser challenging components, and then attempt the entire skill if the participant is willing. Always be present to assist the participant while he or she tries activities or skills he/she fear.

4. In order to design appropriate learning environments for participants, the teacher or coach must first pre-assess the motor ability, knowledge base, and fitness level of the participants. Understand and appreciate the range of personal experiences that the participants have encountered. Then, use that assessment information to provide appropriate activities for the participants.
5. During the course of instructing and supervising activities, the teacher or coach may need to demonstrate a skill with or on participants to help them better understand how to perform the skill or activity. During the demonstration, clearly explain to the participants what you are about to do and move in as non-aggressive manner as possible. Refrain from participating against students or athletes in a competitive mode. Teachers and coaches should always remain under control and refuse ALL competitive challenges put forth by the participants.
6. Teachers and coaches encounter behavioral problems while supervising activity. Refrain from using excessive (unreasonable) physical activity as punishment as a means of disciplining participants for inappropriate behavior. Physical activity should be seen as a positive experience, not a negative one. In addition, use physical punishment sparingly, only as a last resort, but use it reasonably.

## Conclusion

Clearly, teachers and coaches are liable for the protection of students and athletes from foreseeable risks of unreasonable harm. The failure of teachers and coaches to conduct themselves in a professional manner can lead to participant injury and subsequent litigation. A perusal of civil court findings suggests that teachers and coaches have engaged in coercing participants to perform when they were frightened and uncomfortable in trying. Participants have claimed that their teachers and coaches have used excessive physical activity to control participant behavior. Finally, teachers and coaches have been accused of using aggressive, violent demonstrations of skill on students and athletes. Teachers and coaches should take notice of the kinds of actions committed by their peers that lead to

litigation and take care to avoid using those actions.

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Mark Your Calendar  
 for the Fall Conference  
 October 31 - November 2, 2006



# 2005

## IAHPERD Recognition Awards

To the honor of our association, several members who have distinguished themselves in service to our profession through the years were recognized at the Awards Celebration at our 93rd annual State Conference at the Radisson Hotel City Centre in Indianapolis on November 10, 2005. Although the Honor Award represents the highest recognition bestowed by IAHPERD, the various awards and scholarships recognize the significant contributions to the association, achievement as outstanding health, physical education, recreation, dance, and sport professionals, and leadership in the realm of marketing/promotion of our respective programs. The 2005 award recipients are as follows:

### *Honor Award*

*The Honor Award is the highest recognition by IAHPERD to one of its members who is clearly outstanding in his/her profession with long and distinguished service to health, physical education, recreation, dance, and/or allied areas.*



**Marilyn Buck** was selected as the recipient of the prestigious Honor Award. She has been at Ball State University (BSU) in Muncie for 16 years. She currently serves as Associate Chair of the School of Physical Education. Dr. Buck has also served as Coordinator of the Graduate Program and of the Physical Education Teaching Major at BSU. She has been instrumental in assisting BSU and other institutions in improving preparation programs mandated in state licensure. Marilyn is a leader in the use of technology in physical education. She has given over 93 presentations and authored 35 articles, books, and chapters within books. She is generous with time in professional service activities. Dr. Buck has served as President of the National Association for Kinesiology and Physical Education in Higher Education, President of Midwest District AAHPERD, and many other services too lengthy to mention. She has received the Distinguished Service Award from NASPE and the Meritorious Service Award from Midwest District for her contributions to the Associations. A colleague writes, "Marilyn is a model for aspiring professionals as she is extremely balanced across areas of teaching, scholarship, and service. She continues to be a dynamic teacher, prolific author and presenter, and a dedicated service provider."

### *Legacy Award*

*The Legacy Award is designed to recognize persons who have given long and distinguished service to the Association. This award is not intended to overshadow the Honor Award but recognize persons who have left a legacy, a benchmark, or a standard in professional service, scholarship, and leadership.*



**Nikki Assmann's** distinguished service was honored with the 2005 Legacy Award. She has given a lifetime of leadership, scholarship, and professional service to IAHPERD in many capacities and continues to serve as Executive Director during her retirement from Ball State University (BSU) in Muncie. During her tenure at BSU, she was an Assistant Professor of Physical Education with specializations in aquatics and technology. She also served as the Administrative Assistant to the Chair of the School of Physical Education. Nikki leaves an illustrious legacy of leadership and professional activities. She chaired national committees on technology, served as AAHPERD publications director for Indiana, and was a member on the US Collegiate Sports Council for Women's Swimming. Nikki chaired committees on aquatics, advocacy, awards, and supervision for the Midwest District AAHPERD. A colleague writes, "Nikki has served on about every committee IAHPERD has created." She has served as editor of the Indiana AHPERD Journal, has chaired the Finance and Awards committees, and was Conference Coordinator, just to mention a few. Nikki was IAHPERD President in 1997. She received the Leadership Award in 1978 and the Honor Award in 1996.

## Leadership Award

*The Leadership Award recognizes an individual who has demonstrated significant leadership in terms of program development in health, physical education, recreation, dance, and/or allied areas and whose contributions reflect prestige, honor, and dignity to the Association.*



**Paul Gray** was selected as this year's recipient of the IAHPERD Leadership Award. He has been a professor at Anderson University in Anderson for 27 years. He has a passion for physical activity evidenced in the breadth of his accomplishments. Paul has a special affinity for Special Olympics where he voluntarily coordinates all programs for Madison County. He is on the State Board of Directors for the Indiana Association of Retarded Citizens. Mr. Gray shares his expertise giving numerous presentations on how to develop a Special Olympics program. He has been a member of IAHPERD for 25 years. Paul has been a member of the Adapted Physical Education Council, serving as chair for 2 years. He is actively involved in sport, coaching virtually every sport during his tenure. Mr. Gray is a member of the Wrestling, Golf, and Football Coaches Associations and has been named Coach of the Year in all three. Paul writes, "Being recognized by my peers is really special. None of these accomplishments would have been possible without making the choice of being a physical educator."

## Pathfinder Award

*The Pathfinder Award was established to honor a member who has and/or continues to advocate, recruit, and enhance opportunities for girls and women in sport and sport leadership.*



**Lynn Hall** is the 2005 recipient of the IAHPERD Pathfinder Award. She teaches physical education and serves as Athletics Director at Hanover College. Prior to her experience in higher education, she taught health and physical education and coached volleyball and basketball in the public schools. Lynn exemplifies the spirit of enhancing opportunities for girls and women in sport. Some highlights in her career include starting a volleyball program for middle school girls, serving as the first woman Director of Athletics for both men and women at HC, inclusion of additional sports for women in the Panther varsity athletic program, working for compliance with Title IX, and developing equitable budgets for both programs. Lynn serves on the NCAA Women's Volleyball Committee and other Hartland Collegiate Athletic Conference committees. A friend writes "Lynn is known as a role model for women who chose to pursue a career in athletics. She has elevated the profile of women's athletics and has made significant contributions in advocating, recruiting, and enhancing equitable athletic opportunities for girls and women in Indiana." Lynn serves IAHPERD as Region 2 Coordinator.

## Young Professional Award

*The Young Professional Award recognizes a younger member of IAHPERD who has demonstrated outstanding potential in teaching, scholarship, and service. The recipient shall have demonstrated a quality of performance that, if continued, indicates that he/she will develop into a distinguished member of the profession.*



**Karl Larson** is the Young Professional of the Year for 2005 and truly models healthy living by "walking the walk". Dr. Larson taught students at the University of Southern Indiana in Evansville about the dimensions of healthy living which include the concepts of balance, faith, and physical activity. He now teaches at Gustavus Adolphus College in Minnesota. Karl practices what he teaches. He devotes personal time to his family (balance), he gives unselfishly of his time and talent to others (faith) and he is an avid runner (physical activity). Dr. Larson has written a number of publications about healthy living, will have a wellness text published this year, and presents his views at state and national meetings. He is active in his university community as well as local community. A reference writes, "Dr. Larson conditions his body

to withstand the rigors of running marathons and participates in at least one per year. He not only looks the part (healthy and physically active), he practices what he teaches." Karl served as Region 1 Coordinator for IAHPERD.

## *Special Contribution Award*

*The Special Contribution Award recognizes an individual who is outside of health, physical education, recreation, and dance, but who, through his/her work, has contributed significantly to the general purposes of the Association.*



**Rep. Charlie Brown** was honored with the 2005 Special Contribution Award. He serves as a Representative in the Indiana State House, District 3, Gary. Rep. Brown obtained his undergraduate degree from Cheyney State Teachers College and then moved to Gary where he earned his Master's degree in Public Administration from Indiana University. During his career in municipal government, he served as Youth Coordinator, Mayor's Assistant on Youth Activities, and Director of the Youth Services Bureau, Affirmative Action Officer and Risk Manager. Rep. Brown's priority during his public service was to provide quality, affordable, and accessible healthcare to all. His career also includes being CEO of the Gary Community Mental Health Center. Rep. Brown has been a champion and advocate on behalf of youth and health care issues his entire career. He has been recognized for his labor and accomplishments through numerous citations and commendations including but not limited to, the Cheyney University National Alumni Association Award and the NAACP Mary White Ovington Award. When questioned about his views of governmental responsibility, Rep. Brown refers to the words of the Hubert H. Humphrey, "The moral test of government is how it treats those who are in the dawn of life...the children, those who are in the twilight of life...the aged, and those who are in the shadow of life...the sick, the needy, and the disabled." He has been champion of "all" Hoosiers and their health needs.

## *Teacher Of The Year Awards*

*The Teacher of the Year Awards recognize the work of outstanding health, physical education, and dance teachers. A teacher is defined for the purpose of this award as an individual whose primary responsibility is teaching students health, physical education, and/or dance in kindergarten through twelfth grades for a specific school corporation.*



**Keith Buetow** was honored as the 2005 Secondary Physical Educator of the Year. He has taught physical education at Martinsville High School in Martinsville for 28 years and has served as department chair for 10 years. Keith is responsible for aquatics programming and Lifeguard Training classes. He coached swimming for a number of years and is very active in aquatic associations. Keith has served as the President of Indiana High School Swimming Coaches Association and is currently the executive director. He has received the IHSSCA Outstanding Service Award and Outstanding Volunteer for the American Red Cross Award. His principal writes, "Keith demonstrates a high caliber of professional and personal characteristics that makes him an outstanding educator." He is the Aquatics Program Director for IAHPERD.



**Donna Frisinger** is the Dance Educator of the Year award recipient in 2005. She has worked 18 years promoting dance and teaching children to move to music. Her past principal from Lakeland Christian Academy in Warsaw writes, "It is obvious she cared about each student and spent many volunteer hours with them. It was a labor of love." Donna teaches about cultures, fitness, and interpretation using dance. She has choreographed many programs and has taken her students to see a variety of Broadway musicals. Donna's groups have performed at many events including the National Day of Prayer at Washington and the National Four-Square Youth Convention in Chicago. She has been instrumental in forming the Indiana State Dance Team Association and serves on the Board of Directors. Donna leaves a legacy of dancers, the Kilgore Rangerettes and Tyler Texas Apache Belles, who express her passion and love of dance.





**Steve Govorko** was selected as the Elementary Physical Educator of the Year. He has taught physical education at Walt Disney Elementary School in Mishawaka for 33 years. His principal writes, "Steve's enthusiasm for teaching and reaching students has not diminished. He is as energetic today as he was in his first teaching assignment." Steve believes his role is to help each and every student achieve optimum development and contribute to the goals of society. His lessons include elements which satisfy the National Standards and themes relevant to critical issues children face today such as bullying, tolerance, and understanding people with disabilities. Steve is active in his community conducting workshops, coaching boy's basketball, and the Disney Dancers. A friend writes, "Steve is a positive influence for students, a role model for staff, and a physical education teacher that is admired by all members of our school corporation." He served as IAHPERD's Program Director of Adapted Physical Education.



**Monica Malloy** is the Middle School Physical Educator of the Year for 2005. She has taught physical education at Scribner Middle School in New Albany for six years. Her principal writes, "You just can't find an educator who can relate to her students with the enthusiasm and involvement as Ms. Malloy." She serves as health and physical education department chair. Monica has led her department in prioritizing the state indicators and developing curricula to ensure they are met. She has incorporated "brain-based teaching" into her lessons. Monica uses multiple intelligence to help students learn. She is the IAHPERD State Director of Regions, serves on the state advocacy committee, and has presented her ideas at the State Conference. Her principal further comments, "Our school is better for having Ms. Malloy on our staff."



**Kathy Newman-Smith** is the 2005 Health Educator of the Year Award recipient. She teaches health and serves as department chair at Manual High School in Indianapolis. A colleague writes of Kathy, "She is the type of person who takes the text home over the summer and prepares all her lessons to ensure she is ready to teach her students when school begins." Kathy serves on the textbook adoption committee for the Indianapolis Public Schools, helps develop curriculum, and coordinates the selection of videos. She uses varied methodologies such as "Baby Think it Over" in her teaching. Kathy incorporates the National Standards and the Coordinated School Health Program into her curriculum. She is the Secondary Physical Education Program Director for IAHPERD.

## *Recreation Professional Of The Year Award*

*The Recreation Professional/Leisure Educator of the Year award provides a means through which IAHPERD recognizes the work of an individual who exhibits outstanding and creative leadership in the recreation profession or as an innovative leisure educator at the college/university level.*



**Anne Graves** is the 2005 Recreation Professional of the Year. She is Program Coordinator for Health Promotions with Clarian Health in Indianapolis. She has also worked at the Baxter YMCA for many years. Anne has developed comprehensive programs that meet the needs of children and adults alike. She has been instrumental in the evolution of the Before and After School (BAS) Program and Basic Exercise Geared Toward Individual Needs (BEGIN) Program. Anne serves on the IAHPERD Board of Directors as Recreation Program Director. She also serves as a member of the Action for Healthy Kids State Team, Partnership for a Healthier Johnson County, and Indianapolis on the Move. A colleague writes of Anne, "She is not only a remarkable leisure educator but also an outstanding recreation professional. The gains achieved by children and adults at the YMCA are a result of her hard work."

## *Share your Journal with a Student!*

## Outstanding Student Award

*The Outstanding Student Award recognizes an undergraduate student who has displayed distinctive leadership and meritorious service to his/her profession of health, physical education, recreation, dance, and/or allied areas.*



**Casey Schneider** is the outstanding student of the year. She is a dedicated student, as well as an excellent athlete at the University of Southern Indiana in Evansville. She has a double major, Physical Education and English. Casey runs cross country and has achieved a number of recognitions including two-time national NCAA qualifier, a four-time academic all-conference track, and two-time track conference champion. She has been active in Sigma Tau Delta, college democrats, and is the head lifeguard at USI. Casey was instrumental in establishing the Exercise Science and Physical Education Major Club and has served as its Vice President. Casey is a member of the state and national association and has presented her ideas at IAHPERD State Conferences. A professor writes, "I walked into my foundation's class and there was Casey in the front row, big smile on her face, and ready to learn. In the years that I have known Casey, that look of desire to learn has not left her face."

## Jean Lee/Jeff Marvin Collegiate Scholarship Awards

*The Jean Lee/Jeff Marvin Scholarship Awards were established by IAHPERD to recognize outstanding undergraduate students preparing for a career in a health, physical education, recreation, dance, and allied field.*



**Erin Beck** is from Sheridan and is a junior majoring in teaching physical education and health at the University of Southern Indiana in Evansville. She is the first from her family to go to college. Erin hopes to go to graduate school after college and obtain a master's degree in administration. Erin works full time, attends school full time, and participates in school activities as much as time permits. She is especially involved in the Exercise Science and Physical Education Club activities. Erin states, "I love physical education and every aspect of it. I enjoy teaching someone a skill and watching them perfect it. I will not just teach skills, I will teach lifelong lessons."



**Ashlee Vance** is from Terre Haute and is a physical education and health education teaching major at Indiana State University in Terre Haute. She plans to teach physical education at the elementary level. Ashlee also hopes to teach dance, coach a dance team and cheer team. She is a member of the Indiana State Dance Team, the Sparkettes, and a member of the National Society of Collegiate Scholars. Ashlee states, "We must encourage children to be physically active and to discover new and fun ways of doing so, such as dance, roller-skating, etc. We must provide a window of opportunity for all different types of people to get involved in physical activity."



**Teri Walter** is from South Whitley and is a health and physical education teaching major at Manchester College in North Manchester. She hopes to teach students at the middle school level, as well as coach basketball and softball. Teri is currently coaching freshman girls' basketball at Manchester High School. She is an officer in the Sport, Health, and Physical Education (SHAPE) Club, participates on the varsity softball team, and has participated in a number of service projects. Teri writes, "I believe if people work hard and stay focused on their goals they will eventually be successful. If I model a strong work ethic my students will appreciate that I practice what I teach and will hopefully emulate me."



**Kay Worden** is from Craigsville and is a junior at Anderson University in Anderson majoring in teaching physical education. She hopes to teach at all public school levels, obtain her master's degree, and coach. Kay has participated in track and field athletics, is the treasurer for the Physical Education and Kinesiology Club, a member of Fellowship of Christian Athletes, and has participated in a variety of volunteer activities. She states, "I believe strongly in the importance of physical fitness in today's youth. My goal is to help students learn to enjoy physical activity and to live an active lifestyle outside of school."

## *High School Scholarship Awards*

*The IAHPERD High School Scholarship Award was established to recognize outstanding high school seniors who enroll in an Indiana college or university to prepare for a health, physical education, recreation, dance, and allied career.*



**Brock Dyer** graduated from Clay City High School in Clay City and is a physical education major at Indiana State University in Terre Haute. He aspires to teach students physical education at the middle school level. One reference writes, "Brock demonstrates positive leadership at school. He puts service to others above his own self-interests. His character is outstanding. He demonstrates the highest standards of attitude, honesty, reliability, and fairness." Brock writes of himself, "I believe that people should love the job they do so much that they would work for free. I know I can be a positive role model in the lives of young people."



**Jaymi Edwards** attended Martinsville High School in Martinsville and currently is a first year student at DePauw University in Greencastle majoring in Athletic Training. Others say "She has the ability to make people smile and shows utmost respect for those around her. She is very conscientious and highly respected by her peers. Jaymi is a mature young woman who is willing to work hard and persevere to achieve her goals." Jaymi writes, "A torn anterior cruciate ligament altered my professional goals. Months of rehabilitation made me realize I didn't want to be a lawyer, but wanted to be of assistance to others with similar problems."



**Amy Huntsinger** graduated from Frankton High School in Frankton and is a health education and sports administration major at Indiana State University in Terre Haute. References find Amy "outgoing, responsible, organized, and dependable. She has people skills. She can converse with many types of people of all ages with ease and charm. She demonstrates outstanding judgment and exceptional leadership skills." Amy sees teaching as a useful profession. The information gained can be used in all walks of life. Her future plans include being an Athletic Director. She comments, "I am a very organized and punctual person who can make events run smoothly."



**Omer Redden** attended North Montgomery High School in North Montgomery and is currently a first year student at Indiana Wesleyan University in Marion majoring in physical education. Others find Omer "humble, sincere, and passionate about his beliefs. He is a team player and willing to do what is best for the team even if it means sacrificing possible personal recognition." Omer writes, "My parents have always told me to work hard in school. A strong work ethic will help you now and throughout your life. I am a hard worker and I will be a hard worker in college and throughout my life."

***Remember  
No Hoosier Children  
Left on Their BEHINDS!***



# Youth Sport Specialization: Is It Worth It?

by  
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In today's sport culture, there is an increasing trend towards "sport specialization" which Wiersma (2000) has characterized as year-round training in a single sport at the exclusion of other activities. At increasingly younger ages, children are encouraged, and sometimes even coerced, by a well-intentioned coach or parent to specialize in one sport, although scientific support for this practice is scarce. As a result, there has been a growing concern among researchers investigating the physiological, psychological, and sociological consequences of this phenomenon. Moreover, in recent years, the International Federation of Sports Medicine (1991), the European Federation of Sport Psychology (1996), World Health Organization (1997), and the American Academy of Pediatrics (2000) have issued statements discouraging sport specialization in young athletes.

Injuries such as stress fractures, growth plate disorders and tendon damage that used to be found in only adult athletes have significantly increased in recent years and there is growing evidence that children are more susceptible to certain types of mechanical injuries due to the presence of growth cartilage. (Powers & Howley, 2001) In fact, it is now estimated that overuse injuries in youth sports now represents approximately 70% of all the cases seen by physicians. (Pennington, 2005) Such overuse injuries occur as a direct result of repetitive use of a specific anatomical structure, such as may occur in year round sport specialization. Furthermore, many studies (Frisch, Gotz-Welbergen, McArthur, Albright, Witschi, Bullen, Birnhols, Reed, & Hermann 1981, Casey, Jones, Foster & Pollock, 1986; Malina, 1998, Malina, Bouchard, & Bar-Or, 2004) suggested that intense training at a young age in sports such as gymnastics, swimming, track, ballet, and speed skating may actually delay sexual maturation.

This alarming trend has prompted the American Academy of Pediatrics (AAP) to issue a statement on the potential risks of intensive training and sport specialization among young athletes. Among other points, the AAP (2000) now makes the following recommendations: (1) Children should be encouraged to participate in sports at a level consistent with their

abilities and interests. Pushing children beyond these limits is discouraged, as *is specialization in a single sport before adolescence*; (2) Physicians and coaches should aim for early recognition and prevention and treatment of overuse injuries.

Yet, many still argue that early specialization in a single sport leads to higher skill levels and better performance, particularly as the child moves into high school or college. However, there is no published research to support this notion and, in fact, available research suggests the opposite. Wilmore & Costill (2004) have suggested that growth, maturation, and development are not significantly altered through physical training. Moreover, Kaplan (1996) has suggested that due to varying rates of maturity, a child's athletic performance at one age is an unreliable of his athletic performance 2-5 years later.

In a review of athletic specialization in the Soviet Union, Bompa (1995) reported that only a small minority of Soviet athletes from a single sport background actually improved their performances later in the careers. Instead, the most diversified athletes often attributed their later successes to a multi-sport background growing up. Furthermore, Bompa (1995) reported that studies found those athletes who specialized early in their careers experienced early success; however, they also attained their best performances early and then performed less consistently and quit sports sooner than those athletes participating in multiple sports. Carlson (1988; 1997), in a study of elite Swedish tennis players, likewise found that early specialization in sport did not favor development of elite players and that all-round sport participation was a more important factor prior to adolescence. In fact, these related studies indicated that most elite tennis players were still involved in more than one sport until the age of fourteen. Likewise, Barynina and Vaitsekhovskiss (1992) reported that Russian age-group swimmers who specialized at later ages advanced further in their sport and at a greater rate than those who specialized at an early age. Hence, these investigators concluded that early specialization had no performance related

advantages.

Based on extensive research, support for performance or skill related advantages of sport specialization are lacking. In fact, research suggests most elite athletes first participated in a variety of sports, before electing to specialize in just one single activity. (Durand-Bush & Salmela, 2002; Gould, Dieffenbach, & Moffett, 2002) Findings such as these have lead Silva and Stevens (2002) to conclude that children need to be involved in wide spectrum of activities early in their development that promote both fun and the changing interests of the child.

However, Wiersma (2000) has suggested that the structure of youth sports is typically organized around the values and expectations of adults which tend to be quite different from those of children. While adults tend to place values on winning and achievement, children tend to participate in sports for quite different reasons. (Wilson, 1996) Weinberg and Gould (2003) have written that children's sport participation tends to peak around the ages of 10-13 and then begins a consistent decline. Reasons most often given by children for quitting sports include "too much pressure", "training was too hard", "lac of fun", and "an overemphasis on winning". Importantly, the number one reason that children cite for sport participation is to "have fun" along with such other factors as "to make friends", "to stay in shape", "for the challenge of competition", "to play as part of a team", and "to do something that I am good at". (Weinberg & Gould, 2003; Wilson, 1996) Nowhere, in any of the multiple studies conducted, have children reported, "winning" to be a primary reason for sport participation.

Because of this, the issues of "stress" and "burnout" in young athletes have become a controversial concern. Burnout is believed to occur as a result of specialization in one sport at a young age, combined with intense and long practice sessions, and an over-emphasis on winning (Weinberg & Gould, 2003), and denotes a negative emotional reaction to sport participation (Raglin & Wilson, 2000). Moreover, Rowland (2001) suggests that such intense training may interfere with normal social relationships that are formed during childhood, leading to social isolation. In fact, Coakley (1992) found that adolescent athletes who burned-out of their sport often had dimensional self-definitions of themselves, viewing themselves only as athletes. They also possessed restricted views of their future, feeling that decisions about their lives were controlled by parents or over-involved coaches.

Based on current evidence, it is suggested that early sport specialization combined with intense training can lead to a host of negative physical and psychological occurrences in children. Since it is not possible to predict which child will be successful in a specific sport, overall athleticism rather than sport specialization needs to be encouraged. It is important that children be provided with many opportunities to participate in a wide variety of sports and games with emphasis placed on skill development and enjoyment and not at winning-at-all-costs. Specialization is a single sport at an early age has simply not proven to be worth the potential risks.

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LOG ON LIGHTEN UP



INShape Indiana is about helping Hoosiers to make healthy choices by linking them to valuable resources and offering a fun challenge to improve their health and well-being. This is done with an interactive Web site at: [www.INShape.IN.gov](http://www.INShape.IN.gov)

The INShape Indiana site is a clearinghouse of information on programs, activities, and events from all over the state that can help you reach your goals for better health, including:

- Losing Weight
- Eating more fruits and vegetables daily
- Increasing physical activity
- Stopping smoking

INShape is also about participating in challenge to improve your health. All you have to do to take the challenge is register online for free as an individual or a group by answering a brief survey. Every two weeks, you'll get an e-mail message asking you to update us on your progress, so we can celebrate your success stories.

[WWW.INSHAPE.IN.GOV](http://WWW.INSHAPE.IN.GOV)

[WWW.INSHAPE.IN.GOV](http://WWW.INSHAPE.IN.GOV)



So, please take a moment today to register at [www.INShape.IN.gov](http://www.INShape.IN.gov).

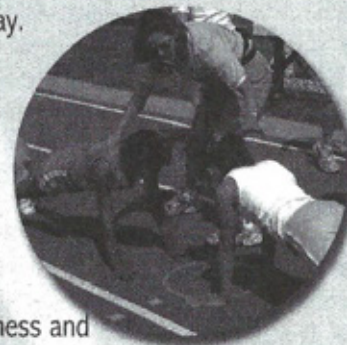
Please keep visiting the site to learn more about some exciting rewards we'll be offering participants in the near future.

We hope you will join INShape Indiana. The current poor health of Hoosiers is holding Indiana back from success. The



rising cost of health insurance coverage, coupled with lost productivity due to illness, has made Indiana a less desirable place to do business. That's why we need more people like you, who are willing to accept our challenge to move Indiana forward by committing to healthy choices today.

For more information, contact the Governor's Council for Physical Fitness and Sports at: 800.433.0746, TDD 866.275.1274



LOG ON LIGHTEN UP



# Advocacy: Let's Get Funded

by

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Obtaining money to assist in funding instructional programs, advocacy projects, or help initiate something new in the curriculum can be easy. Many organizations and foundations are anxious to lend their name and financial resources to educational endeavors. However, some people claim that only a small percentage of proposals submitted for a grant are funded. This may be true, but health, physical education, recreation, dance, and allied professionals can learn to beat these odds with a little practice, common sense, and assistance from your state association. With reasonable fortitude, patience, and a willingness to learn, grant writing can become a rewarding process, bring satisfaction and pride to the writer, and, of course, bring much needed funds to the program.

## Types of Grants

The field of health, physical education, recreation, and dance lend themselves to many types of grants. Individuals may receive grants in the form of scholarships and fellowships. School corporations and community agencies may be potential grant recipients for curriculum development, teacher training, providing workshops for parents and professionals, program evaluation research, program implementation, and capital improvements. (Leung, 2004)

## Funding Sources

The best way of understanding the variety of funding sources is to know how to obtain information about funding. In libraries and other reference points one will be able to find numerous guides and directories and profiles of funding possibilities. Funding possibilities may also be discovered by researching on the Internet to find out what is important to government, business, and community leaders. The newspaper may also announce Request for Proposals (RFP) with valuable funding information.

Many organizations and agencies subscribe to newsletters published by professionals who make it their business to know what is current in the funding possibilities. Many of the newsletters focus on specific issues such as funding in aging, health services, and research.

The major source of funding for human services and most other areas continues to be the government (i.e., Department of Education and the Department of Health and Human Services). Private foundations and businesses also provide other funding sources.

There are many other ways to become knowledgeable in your area. Professional conferences at the state, district, and national level provide educational sessions on funding possibilities and how to write grants. For example, Dr. Lana Groombridge from Manchester College has provided several grant writing sessions at IAHPERD State Conferences and Regional Workshops. The informal network of fellow professionals usually provides a reliable source of what is being funded. Professionals who have received state funded grants have helped fellow professionals receive similar grants in 55 other states. NOTE: See information on the Carol M. White Physical Education Program (PEP) grant at the end of this article.

## General Guidelines

In writing your grant proposal, first decide what the need is that needs to be addressed and the funds will be used to change or improve the situation. The following guidelines should be applicable to most types of grant competitions, public or private, including local, state, or federal levels.

Remember to:

- Read the instructions for the application carefully.
- Never assume that the reviewers will know what you mean.
- Refer to the literature thoroughly, thoughtfully, and use recent references.
- Explicitly state the rationale of the proposed project.
- Include well-designed tables and figures.
- Present an organized, well thought out write up.

Factors that help proposals get approved:

- Significance and originality of the project.
- Adequacy of the methodology to carry out the project.
- Qualifications and experience of the proposal writer.
- Reasonable availability of resources.
- A reasonable budget.

Reasons for denying proposals:

- Lack of new or original ideas.
- Diffuse, superficial, or unfocused plan.
- Lack of knowledge of published, relevant work.
- Lack of experience in essential methodology.
- Uncertainty concerning future direction.
- Questionable reasoning in approach.
- Absence of acceptable rationale.
- Unrealistically large amount of work.

## Specific Suggestions

Bowers (2004) offers the following suggestions to assist with most all types of grant competitions. Although some of these points may appear trivial at first, any of the following can be reasons for the rejection of a proposal.

**Preparation.** Define your project, identify appropriate funding sources, and acquire the proposal guidelines. Figure out how long it will take to type and prepare the proposal and double that amount of time for short proposals and triple it for more lengthy proposals.

**Deadlines.** Know submission deadlines since they are inflexible. Don't waste your time, or anyone else's time trying to get an extension. Submit on time, or submit next time.

**Reviewer's Evaluation Criteria.** Most proposal applications now include the actual evaluation form that the reviewers will use to evaluate the proposal. Be thoroughly familiar with this form before writing the proposal and refer to it frequently during the process. All too often reviewers reject a proposal because they thought something was missing, even though it was included. For an example, evaluation form, go to the IAHPERD website at [www.indiana-ahperd.org](http://www.indiana-ahperd.org) and click on Grants.

**Budget.** Budgets are cost projections. Don't be greedy; only ask for essentials. Reviewers often seek reasons to reject the proposal if they feel the budget has been inflated. Justify all requests clearly and completely. Show matching funds or in-kind costs consistently through the budget request. Funding agencies like to see a team effort, especially related to money. Matching funds from the school principal, Parent-Teacher Association, and/or community agency are almost always essential. Show possible project self-sufficiency after the funding period ends. Particularly attractive proposals are those that can continue indefinitely after the funds are expended.

**Impact.** The numbers of people benefiting from the proposed project is important. It is not cost-effective to only reach a few people. The proposal should show that it will affect many people. For example, you may be asking for funds to train only 5 to 10 teachers in aerobic dance or outdoor challenge education; but, after their training, each of them in turn may directly serve, train, or educate hundreds of people.

**Project Goals.** Project goals must support the funding agency's mission. Some projects are rejected because the proposed goals were not consistent enough with the ones described by the agency. In addition, project goals should be addressed in every section of the proposal that is feasible. Reviewers are generally asked to evaluate how well various parts of the proposal relate to the project's goals. The need, purpose, methodology, and even budget sections should all relate to and address the goals of the project.

**Evaluation.** Show how you plan to evaluate your project. Project evaluation methods may include surveys to be filled out by teachers, students, and other related personnel, acquisition and presentation of the data

proposed to be investigated, results submitted to the Indiana AHPERD Journal and other publications, or other similar information. The point is to effectively address whether or not you've been asked to do so. This thoughtfulness will also help to give your proposal closure and set it above some of the competition.

**Recommendations.** The proposal application will instruct as to whether or not letters of support are needed. Often the application gives examples of types of individuals or organizations from which they would be interested in receiving recommendations for your project. If any advice along these lines is given, adhere to it. Unless there is a limit suggested, obtain as many pertinent letters as possible. The letters should be from individuals who can support your competence, the project's need and relevance, and anything else asked for in the application guidelines or the reviewer's evaluation forms. Try to get people of all levels to support your project (i.e., administrators, colleagues, students, parents, community agencies). Some grant writers send out a sample letter of support to potential letter writers to ease their understanding of your request and minimize the time it takes to prepare the letters and get them back to you in time for the mailing of the proposal.

**The Outcome.** Sometimes you receive a letter but if they should call to congratulate you, be pleasant, appreciative, and excited, but remain very professional and stay alert for any paperwork (i.e., budgetary, evaluative) which may now be required. If paperwork is mentioned, be thorough and timely when submitting it. Also, you may be funded, but not for the full amount you requested. If this is the case, it is often possible to "negotiate" the request back up to the original amount.

Of course, if you learn you are not to be funded, be very polite and try to learn why. Often you receive copies of the reviewers' evaluations; but, in the event that you do not, it is wise, prudent, and quite acceptable to ask for a copy of these evaluations. The major benefit of these evaluations is that they allow you to learn from your mistakes so that when you try again your proposal will be significantly improved. Often, rejected proposals actually included everything that the reviewers thought were missing but the items went unnoticed because they weren't expressed very clearly or the writer included them in the wrong place.

## Conclusion

Funds are available to support worthy educational programs and advocacy projects to help change the shape of Indiana. The key is to find the most appropriate grant competition for your needs and then write the most thorough proposal possible which precisely fits the funding source's guidelines. After that, it's a matter of time and energy; you will be funded.

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# PEP Funding for Hoosier Children

The National Association for Sport and Physical Education (NASPE) announced that students in nine school corporations or community-based organizations across Indiana would benefit from over \$2.5 million from the U.S. Congress to help improve physical education programs. The Indiana awardees of the Carol M. White Physical Education Program (PEP) grants, ranging in size from \$28,230 to \$498,560 over a period of 12 to 36 months, include:

|   |           |
|---|-----------|
| <b>Fayette County School Corporation</b> (2002)<br>Connersville, IN 47331<br>Contact: Tricia Fields (765) 827-0191          | \$316,925 |
| <b>Indianapolis Public Schools</b> (2004)<br>Indianapolis, IN 46204<br>Contact: Duncan Pritchett, Jr. (317) 226-4411        | \$453,552 |
| <b>Owen County Family YMCA</b> (2004)<br>Spencer, IN 47460<br>Contact: Kris Kirchner (812) 828-9622                         | \$440,340 |
| <b>Perry Central Community School Corporation</b> (2004)<br>Leopold, IN 47551<br>Contact: Mary Roberson (812) 843-5576      | \$162,005 |
| <b>Spencer-Owen Community Schools</b> (2002)<br>Spencer, IN 47460<br>Contact: Tamra Ranard (812) 828-6000                   | \$297,629 |
| <b>Turnstone Center for Disabled Children/Adults</b> (2003)<br>FortWayne, IN 46805<br>Contact: Nancy Lourine (260) 483-2100 | \$105,205 |
| <b>Vincennes YMCA</b> (2004)<br>Vincennes, IN 47591<br>Contact: Bumper Hostetler (812) 882-3828                             | \$498,560 |
| <b>YMCA of LaPorte</b> (2003)<br>LaPorte, IN 46350<br>Contact: Dave Fagerstrom (219) 325-9622                               | \$ 28,230 |
| <b>YMCA of Southwestern Indiana</b> (2003)<br>Evansville, IN 47708<br>Contact: Ira Reasons (812) 423-9622                   | \$144,189 |



# Collaborating Outside the Lines to Enhance Student Learning

by

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## Abstract

*As a result of receiving a Preparing Tomorrow's Teachers to Use Technology (PT3) grant, Eastern Washington University (EWU), located in the inland Northwest, formed a partnership with a local school district. During the past two years, EWU has collaborated with the local school district on numerous technology endeavors that have provided teacher candidates with authentic learning experiences. One of the most recent projects involved students enrolled in a physical education methods course, the course instructor, several local 5th grade teachers, and the university PT3 Director. All stakeholders contributed to the development and implementation of a 3-day mini-interdisciplinary orienteering unit to approximately 66 5th grade students. Within this unit, handheld computers were integrated to assess students' knowledge of geographical and geological landforms.*

## Introduction

One of the challenges facing the integration of technology into the pre-service teacher curriculum is the lack of quality field experiences available to pre-service teachers. To overcome this dilemma, Finkenberg (2002) believes several things must happen including the collaboration between K-12 and university educators to integrate technology into the K-12 curriculum and classrooms (including the physical education classroom). Furthermore, teacher preparation institutions need to provide pre-service teachers the opportunities to develop and implement technology-rich instructional activities in authentic teaching situations to provide them with the knowledge and skills necessary to integrate educational technologies into their future teaching endeavors. (Brush et al, 2001)

To achieve such an endeavor, the U.S. Department of Education established the Preparing Tomorrow's Teachers to Use Technology (PT3) program. These grants provide opportunities for universities to establish partnerships with local school districts. These partnerships allow pre-service students to collaborate with K-12 teachers and university teacher preparation faculty in developing and implementing technology-rich activities into the classroom. As a result of receiving such a grant, Eastern Washington University (EWU), located in the Inland Northwest, formed a partnership with a local school district. During the past two years, EWU and the

local school district have collaborated on numerous technology integration projects providing pre-service students with authentic learning experiences. One of the most recent projects involved Health and Fitness pre-service students enrolled in an undergraduate teaching methods class collaborating with local 5th grade teachers, the university PT3 Director, and the methods course instructor to develop and implement a 3-day mini-interdisciplinary orienteering unit to approximately 66 5th grade students. Within this unit, handheld computers were integrated. The handhelds provided an opportunity to extend the learning environment beyond the classroom. (Juniu, 2002) The handhelds were utilized as a tool to implement an authentic assessment in which students demonstrated their knowledge of geographical and geological landforms electronically in the field creating an opportunity for interdisciplinary learning to occur. (Sinclair, 2002) The primary purpose of this article is to discuss how Health and Fitness teacher candidates were given an opportunity to develop and implement interdisciplinary lessons integrating technology designed to assist 5th graders in authentically applying their classroom knowledge of exploration into action.

## Program Overview

The project began as a result of an informal conversation between the university's PT3 Director and the Director of the Health and Fitness Program at EWU.

During a meeting to discuss other topics, the Health and Fitness Director just happen to casually mention that she would like to provide her physical education methods students with a real-world innovative field experience requiring students to develop and implement their own lesson plans. Without hesitation, the PT3 Director indicated that the 5th graders at a local elementary school would be issued handhelds for utilization throughout the 2002-2003 school year. She proceeded to ask if the Health and Fitness Director could come up with an idea to integrate the use of the handhelds into Physical Education. The idea of integrating orienteering came to mind because the 5th grade curriculum involved the study of explorers. The PT3 Director took the idea and solicited the feedback of the three local 5th grade teachers involved in the year long PT3 handheld project. All three teachers indicated that they would enjoy participating in such a project. An introductory meeting was arranged involving the EWU PT3 and Health and Fitness Directors and the 51 grade teachers to discuss in more detail the collaboration and to further solicit the 'teachers' ideas for the orienteering project. The time frame available to implement the project, the total number of students participating, and an appropriate topic to be integrated within the orienteering project were discussed. It was decided that the project would be composed of three 40-minute class periods with the last day cumulating with a mini-orienteering course. During the last day, the students would utilize their handhelds to answer geography questions that would be developed around a series of vocabulary words the 5th grade students were currently studying in their classes. The first two days would focus on teaching the 5th grade students the basic orienteering skills required to successfully complete a beginner's orienteering course.

## Outline of the Orienteering Extravaganza Days:

Their were a total of 9 Health and Fitness pre-service teacher candidates teams composed of four methods students and 64 5th graders each. The preparation of the preservice teachers evolved around three 50-minute class periods devoted to developing and enhancing the Health and Fitness students' knowledge and skills related to basic compass and handheld utilization. Furthermore, one day was spent visiting the local school so that the students could view the teaching environment to appropriately plan the orienteering lessons.

The Orienteering Extravaganza Days were comprised of a total of 3 days with a single 40-45 minute orienteering lesson each day. During days one and two of the Extravaganza, the pre-service Health and Fitness students focused on leading the 5th grade teams through a series of team building activities and basic orienteering skills (i.e., parts of a compass and finding a bearing). On the last day, the methods' students developed point-to-point orienteering courses for the 5th grade teams to complete. These courses provided the 5th graders an opportunity to demonstrate compass skills as well as academic knowledge related to

the geography vocabulary words provided by the 5th grade teachers (See Table 1). The vocabulary words were related to an Explorers unit the 5th graders had recently completed studying. 5th graders responded to questions located at each point along the course by utilizing either the Notepad or Sketchy program options on the group's handheld.

**Table 1: Vocabulary Words**

|                |              |
|----------------|--------------|
| Mountain Range | Basin        |
| Glacier        | Mountain     |
| Valley         | Prairie      |
| Tree Line      | Mesa         |
| Mountain Pass  | Desert       |
| Island         | Coast        |
| Plain          | Peninsula    |
| Hill           | River        |
| Delta          | Tributary    |
| Lake           | Ocean or Sea |
| Bay            |              |

## Reactions to the Experience:

To obtain information regarding how the pre-service teachers felt about participating in the project, they were asked to write a reflection paper in which they addressed a series of questions:

- What did you like most about the experience?
- What did you learn from the experience?
- What do you wish you could change about the experience?
- If you were to teach this unit again, how might you change your teaching strategies?
- Discuss your overall reaction to the experience.
- Did you find the experience was valuable?
- Should other experiences of this type be continued to be offer within H & F core courses?

After reviewing the methods students' reflective papers, three major themes emerged:

- The students truly enjoyed the experience and working with the 5th grade students. They appreciated having the opportunity to work with this age group and learning new teaching strategies (collaboration, interdisciplinary and the integration of technology).
- The students indicated they wished they had more time for preparation and to work with the students.
- The methods students overwhelming indicated that they found the experience to be very valuable to their development as educators and felt that this type of experience should be continued.

The 5th grader students were asked to write a summative reflective paper about the orienteering experience. The 5th graders were to indicate what they liked about the experience, what they learned from the experience, and to identify any suggestions they had for making the

experience better.

The themes that emerged from their papers were that they overwhelmingly enjoyed the experience and working with the college students. Furthermore, they were able to connect what they learned in their classrooms to concepts taught during the Orienteering Extravaganza Days.

The 5th grade teachers were interviewed by the Health and Fitness methods course instructor. The teachers were asked to reflect on their overall reaction to the project and how they perceived the impact of the project on student learning and enjoyment. Overall, the 5th grade teachers indicated they enjoyed having the opportunity to engage in such a project and that it was fun, educational, practical, and energetic. They also indicated that they would love to do another project like this again. Furthermore, they mentioned how much they enjoyed working with the college students. Lastly, they indicated how much the 5th grade students enjoyed the hands-on activities and the connection to geography.

The EWU PT3 Director and local school district's technology director felt this project was an example of the primary objective of the PT3 grant. This was also echoed by several PT3 collaborative exchange visitors from across the country who viewed the last day of the project. All parties felt that the health and fitness pre-service teachers were actively participating in the activity and seeing first hand how technology can be used to enhance student learning. The 5th graders were using technology as a tool for learning about orienteering and explorers. The local school district's technology director expressed that she felt that the project was a prime example of what a technology integrated lesson plan is supposed to look like. She further commented that the project met the ten tests established by Milone (1998) for identifying an integrated lesson:

1. An outside observer would view the use of technology as a seamless component of the lesson.
2. Students work toward a lesson-relevant goal.
3. The technology activity is a logical extension of the lesson.
4. A real problem is being solved by the use of technology.
5. You can describe how a particular student is benefiting from the technology.
6. You'd have trouble accomplishing your learning goals if the technology were removed.
7. You can explain what the technology is supposed to do

in a few sentences.

8. All students are able to participate.
9. Students are genuinely interested and enthusiastic about learning.
10. More cool stuff is happening than you expected.

## Conclusion:

This experience reinforced our desire and determination to continue providing students in the health and fitness teacher education courses with as many real world field experiences as possible. In our minds, there is no substitute for real-world hands-on experiences and collaboration with in-service teachers who are innovative and willing to be mentors for pre-service teachers.

Our primary advice is to seek unique opportunities for your health and fitness teachers which provide them with opportunities to plan and implement interdisciplinary lessons that can utilize technology. This helps them to make academic connections and to have the ability to apply real-world applications. This also assists them in growing and discovering that they can teach outside of their comfort zones and enjoy it. It is important to remember to integrate enough preparation time within your planning to properly prepare your pre-service teachers in the essential knowledge and skills they need to plan and implement their lessons. We discovered that three days were minimal for our project. One or two more days would have been ideal. Lastly, have fun teaching outside the collegial walls and collaborate with K-12 teachers from all disciplines. Your students will appreciate having the opportunity.

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**Remember — No Hoosier  
Children Left on Their  
BEHINDS!**



# SIX REASONS TO JOIN US at the IAHPERD 2006 State Conference and Exposition

**1**  
**NO CHILD LEFT ON THEIR BEHIND**  
Audrey Satterblom, IAHPERD President

*No Child Left On Their Behind*  


|  |  |
|--|--|
| <ul style="list-style-type: none"><li>* Over 100 Informative Presentations</li><li>* Nationally Known Keynote Speaker</li><li>* Teacher of the Year/Awards Program</li><li>* Dance Showcase</li><li>* Jump Rope for Heart Demonstrations</li></ul> | <ul style="list-style-type: none"><li>* Thursday-Friday Sessions</li><li>* Spotlight on the Exhibits</li><li>* Reduced Conference Hotel Cost</li><li>* Efficient Online Registration</li><li>* Great Evening in Indianapolis</li></ul> |
|--|--|

## **2** **HEALTH**

**Integrating Health Education  
Across the Curriculum**  
Melissa Culver-Pekny  
Indiana Health Educator of the

## **5** **DANCE**

**Line Dancing for Dummies:  
Dances That Teachers Can Use**  
Ya'akov Eden  
Midwest District Dance Educator of the Year

## **3** **PHYSICAL EDUCATION**

**Stick It Up:  
Lummi Sticks for Interdisciplinary  
Learning**  
Lana Groombridge  
Indiana Honor Award Recipient

## **6** **SPORT**

**Sport Management:  
Behind the Scenes at Conseco**  
Gina Pauline  
Ball State University, Muncie

## **4** **RECREATION**

**After School Recreation Programs:  
Schools Getting Involved**  
Anne Graves  
Baxter YMCA, Indianapolis

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Exhibits, Sponsors, and Advertising

# ANNOUNCING

## 20th Anniversary of Interscholastic Coaching Education in Indiana

Dr. Thomas H. Sawyer, then Chair of the Department of Physical Education, Indiana State University, established the Center for Coaching Education in early September 1985. Currently, Dr. Sawyer is a Professor of Physical Education and Professor of Recreation and Sport Management.



The purpose of the Center is to work with the Indiana High School Athletic Association (IHSAA) in developing a statewide coaching education requirement for “emergency coaches” (now called non-teaching coaches), not as a prerequisite for coaching but as a continuation requirement for coaches. Over the next two years, Sawyer worked with Commissioner Cato and Assistant Commissioner Gardner (who later became commissioner) and Dr. Seefeldt of the Michigan State University’s Youth Sports Institute to develop the Indiana PACE coaching education program. In the fall of 1987, the Indiana PACE program was implemented statewide with support from the IHSAA. Initially, the coaching education program was strictly voluntary but strongly recommended by the IHSAA.

During the summer of 1992, the Center for Coaching Education was incorporated into as an education service organization. The new corporation was entitled the Indiana Center for Sport Education, Incorporated. The new organization is a 501(C) iii not-for-profit corporation. The corporation is located at 5840 South Ernest Drive, Terre Haute, IN 47802. The president of the corporation is Dr. Thomas H. Sawyer.

During the spring of 1998, the IHSAA passed the following regulations regarding coaching education:

“Any non-teaching coach, who does not hold a valid teaching license, employed by a school shall complete a certified coaches education course prior to being employed for a second year. (Note: This rule does not apply to coaches hired by that school prior to the 1999-2000 school year.)

The coaches education requirement includes the successful completion of one of the following options: (a) the Indiana LANSE course, (b) the NFHS Coaching Education course, or (c) the required college credit hours to gain a coaching endorsement at one of the member colleges on the Indiana Consortium for Coaching and Sports Management Education.

Member schools shall maintain a record of coaching education for all non-teaching coaches. This record shall be furnished to the Association by the Commissioner or his designee.”

Commissioner Gardner and Sawyer drafted the regulation above. The IHSAA Board of Directors approved it in March, 1998. From 1988 through June 2000, approximately 3,250 coaches completed the Indiana PACE program. The Indiana

PACE program was revised dramatically to meet in IHSAA points of emphasis in 1996. Since June 2000, over 1,250 coaches have completed the LANSE program under the new regulation.

The Indiana LANSE program is delivered statewide by using two approaches including face-to-face (four hour lecture and discussion sessions) and a correspondence course. Both approaches require the completion of an open-book examination. Those who earn a 80% or better will receive a certificate of completion. The cost for the Indiana LANSE packet is \$25. The packet includes a textbook, examination, and answer sheet.

The Indiana LANSE manual includes eight chapters and twelve appendices. The chapters include chapter 1 - sport safety and risk management, chapter 2 - sport nutrition, chapter 3 - nutritional supplements and pharmacological ergogenic aids, chapter 4 - sportsmanship: What is the coach’s responsibility?, chapter 5 - motivating athletes for the optimum performance, chapter 6 - sports first aid, chapter 7 - sports conditioning, and chapter 8 - sport governance: Indiana High School Athletic Association. The appendices include (a) emergency medical treatment release form, (b) What makes a good coach?, (c) ten commandments of parents and spectator behavior at athletic contests, (d) parents’ newsletter, (e) pre-season parent meeting outline, (f) coach-parent relations in youth sport, (g) enhancing coach-parent working relationships, (h) sport parent responsibilities, (i) warning signs of poor coaching, (j) code of ethics, (k) eating disorders, and (l) consideration for the athlete’s return to participation. In November, 2005, the 3<sup>rd</sup> edition of the Indiana LANSE Manual was released.

Presently, there are over 175 high schools using the Indiana LANSE program statewide to provide coaching education to their non-teaching coaches. Further, there are seven institutions of higher education, which offer the Indiana LANSE program to their students and surrounding high schools.

Sawyer involves undergraduates earning practicum hours and graduate students to assist him in the marketing the Indiana LANSE program, assisting in maintaining records, and corresponding with interscholastic athletic directors statewide. These students learn a great deal about interscholastic coaching education in Indiana.

For further information about the Indiana LANSE program or other services provided by the Indiana Center for Sport Education including programs to assist athletic directors to perform their responsibilities more efficiently and effectively such as sport communication and media relations, sport event planning, sport facility design and management, and sport safety and risk management contact Dr. Thomas H. Sawyer, 812-237-2645 or pmsawyr@aol.com.

## INDIANAPOLIS

### IAHPERD 2006

State Conference and Exposition  
Radisson Hotel City Centre

Wednesday-Friday

October 31-November 21, 2006

#### What's in a Name?

The title "Crossroads of America" was given to Indianapolis because it is easily accessible from a wide

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

#### Fantastic Conference Facilities

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

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

#### Where Else...

Where else can you find so many people walking around in tennis shoes? Where

else do you find people more passionate about their profession?

Where else can you find a group of people that have such a positive attitude?

YOU can find them at the **IAHPERD 2006 State Conference and Exposition!**

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colleagues in Indianapolis  
for the  
2006 State Conference!

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

—Carol White, New Albany

Earlybird Registration Deadline  
October 15, 2006



# Playground Fitness

by  
Brad Davis  
Rosa Parks-Edison Elementary  
Indianapolis, Indiana

Recess for elementary school students is a time for kids to get out, have fun, and release some of the stress that goes along with everyday matters of the school environment. At Rosa Parks-Edison Elementary, however, there was a problem in which the kids had recess time but their activity options were limited to a playground, 4-square balls and a couple basketballs. It was frustrating for me to be outside watching kids who want to be active sitting on the sidewalk because there was no activity that met their fancy. I set a goal to new activities.

Equipment was purchased with funding provided by an IAHPERD grant. To get the kids to try new outdoor activities, the equipment was brought out for recess on a four-day rotation as described in Chart 1.1.

Another purpose of this project was to get a better grasp of our students' recess activity interests. To accomplish this, 282 students answered questions on a survey where they were able to share their interests as well as their reactions to the new equipment available for their use at recess. All the students surveyed described which activity they enjoyed the most at recess. Chart 1.2 shows the results. This information clearly gave me an idea of what the kids at my school enjoy and will use during recess. It also gives me a guideline to help plan for what other activities the kids might enjoy.

For the two previously-mentioned objectives,

| <u>Day 1</u> | <u>Day 2</u> | <u>Day 3</u> | <u>Day 4</u>        |
|--------------|--------------|--------------|---------------------|
|              |              |              |                     |
| Jump Ropes   | Basketballs  | Soccer Balls | Playground Balls    |
| Footballs    | Frisbees     | Ankl Dangls  | Stilts & Long Ropes |

Chart 1.1

Favorite Activity

|                   | 1st | 2nd | 3rd | 4th | 5th |
|-------------------|-----|-----|-----|-----|-----|
| <b>Basketball</b> | 8%  | 26% | 10% | 12% | 15% |
| <b>Football</b>   | 6%  | 17% | 12% | 2%  | 14% |
| <b>Ankl Dangl</b> | 8%  | 4%  | 5%  | 5%  | 3%  |
| <b>Playground</b> | 17% | 28% | 0%  | 2%  | 5%  |
| <b>Kickball</b>   | 11% | 7%  | 2%  | 2%  | 7%  |
| <b>Jump Rope</b>  | 17% | 7%  | 17% | 7%  | 2%  |
| <b>Soccer</b>     | 33% | 7%  | 40% | 0%  | 6%  |
| <b>Talking</b>    | 0%  | 0%  | 0%  | 0%  | 6%  |
| <b>Tag</b>        | 0%  | 0%  | 7%  | 20% | 5%  |
| <b>Stilts</b>     | 0%  | 4%  | 5%  | 2%  | 2%  |
| <b>Run</b>        | 0%  | 0%  | 0%  | 2%  | 1%  |
| <b>4-Square</b>   | 0%  | 0%  | 2%  | 44% | 34% |

Chart 1.2

let's start with adding more activity options. Before 2004-2005 school year began, they had the three activity options that were mentioned in the above paragraph. In addition to those activities, Frisbees, jump ropes, stilts, long jump ropes, ankl dangles soccer balls, and footballs were added as choices.

The kids were asked on the survey if they tried a new activity during recess. They could only answer yes or no. All grade levels combined, 71% answered "yes" to this question. Now there is no way for me to tell how many of the 71% are still participating in this new activity; but to me, it is a success for these kids to just try these new activities.

This project has had a great impact on the students' activity level during recess time this past school year. The next step for me is to find other activity ideas for the 29% that did not get out and try new activities.

## Do as I say, not as I don't???

### A motivational article

LeAnn Haggard-North Central High School  
Indianapolis, IN

#### No Child Left on their Behind...

How about "No teacher left on their behind?" Dance teachers, physical education teachers, aerobic teachers, swimming teachers, teachers, teachers, teachers, get up and move! Students like to see you move, groove, slide, shoot, dive, dance, and be those fitness examples. Stretch with them, be a defensive player with them, jog with them, swim a stroke for them. Saying for the day... Do as I say and watch me do!

#### Advocacy...

Teachers are their own best advocates. Selling the goods means putting oneself out there for scrutinizing. Who cares?! Enthusiastic teaching and enthusiastic preparation for a dynamic lesson sets the stage (dancer talk) for success. Plan the negatives out by planning the positives in. Love the mission and the kids will love the lesson. Saying/or the day... I love teaching students to be active!

#### Check up from the neck up...

Every now and then we have to evaluate how we are presenting the subject matter to our students. Are they just not getting it? Yikes... time for a check up from the neck up. What are we doing to turn the students on to being physically active? When was the last time an old skill was introduced with a new delivery? Is the love still there to inspire an active lifestyle? Saying for the day... "Excitement encourages excitement."

#### Reach out and touch someone...

Knowledge is power and our students need to be empowered. Reach out and grab those students and pull them in from the statistics plaguing our youth. Obesity is going into epidemic proportions. Who is going to stand on the frontline and fight the fight? Who will deliver the message? (insert your name here) Saying for the day... "Our profession is exciting!!!"



#### Leading by example...

Personal fitness programs by teachers inspire students. Dance lessons that one takes to keep up skills inspires students. 5k and 10k runs keep teachers fit and inspire students. Master's swimming clubs keep teacher's fit and ...you know, inspire students. Move for your sake and for theirs. A positive example speaks volumes about purpose. Less talk and more action inspires excitement in students. Saying for the day...(to be filled in by reader) Happy teaching!

# 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 2006 State Conference and Exposition**

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Wednesday-Friday, November 9-11, 2005

Conference Information at [www.indiana-ahperd.org](http://www.indiana-ahperd.org)



# Share Your Ideas in the Next Indiana AHPERD Journal

## Guidelines for Authors

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

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

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

## The Manuscript

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

## Documentation

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

## Tables

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

## Illustrations

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

## Author's Statement

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

## Deadlines

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

## Send it In

### . . . to the Editor

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

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

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

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

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

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

Tom Sawyer  
Indiana AHPERD Journal Editor

# Leadership Opportunities on Councils

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

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

conference.

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

**PROGRAM AREAS.** The various program areas include:

1. Adapted Physical Education

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

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

## INDIANA AHPERD APPLICATION FOR MEMBERSHIP

*(Please Print/Type)*

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

New  Renewal

Make check payable to: Indiana AHPERD.

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

MEMBERSHIP EXPIRES 1 YEAR FROM DATE  
DUES PAYMENT IS RECEIVED.

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

Dr. Nikki Assmann  
2301 Christy Lane  
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### OPPORTUNITY FOR INVOLVEMENT

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

### HELP NEEDED:

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

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