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for Health, Physical
Education, Recreation,
and Dance



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JOURNAL

Indiana AHPERD Journal

Volume 35, Number 3

Fall 2006

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

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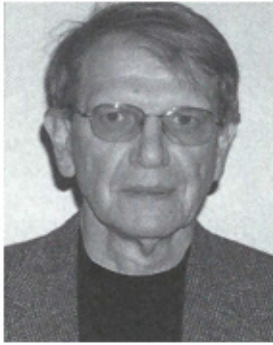
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POSTMASTER: Send address change to Nikki Assmann, 2301 Christy Lane, Muncie, IN 47304.



David Anspaugh, Ed.D.
Tri-State University
1 University Avenue
Department of Athletics
Angola, IN 46703
anspaughd@tristate.edu

Our Professional Lists

When my mind is whirling with things to do, I make lists. Getting organized puts my mind at ease so I can calmly face the day. At the end of the day, with each task for that day crossed off, I can go to bed remembering the good things I accomplished and experienced that day. Sometimes, we, as a professional organization, need a list so we can systematically accomplish our professional goals and not get lost in the onslaught of "stuff" that can distract us from our main calling.

The first thing on our professional list, it seems to me, must be to examine ourselves and our co-workers to determine if we are really inspired and have a passion for our profession. What gets you going for your profession? What do you feel strongly about professionally? Let's face it, we need the help and support of our parents, our colleagues, our principals/superintendents, and legislators to accomplish our goals of promoting coordinated school health, comprehensive quality health education, and quality (comprehensive) daily physical education. If not, what do we do to obtain it?

Secondly, we must put on our list to remind ourselves that as a profession we must believe in ourselves. We must believe as a profession that we have much to offer children and our society as a whole. It is a struggle to not always be appreciated for our professional skills, but bonding together presents a unified force speaking with our unified voice making our profession stronger.

Thirdly, we must remind ourselves that to struggle ultimately makes us stronger. Our struggle begins by having every potential member in Indiana joining IAHPERD. The cause is further advanced as our profession comes together to advocate the profession.

The fourth thing on our list should be to collectively challenge ourselves to sharpen our skills. We must understand the concepts of marketing, formulate creative approaches to educating our constituents, and to constantly sell our product of healthier lives.

Our fifth task on our list is to do an attitude check. Attitude means everything. We must continue to accentuate the many positive things



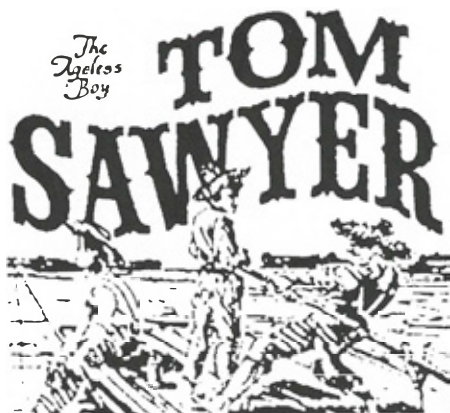
our profession has to offer.

There is a litany of reasons why our professional efforts are essential to a healthier society. We must promote the concept that the most

brilliant of minds are wasted if they die prematurely or are severely debilitated because of obesity, diabetes, or

heart disease, or some other infirmity. Our profession of health and physical education can provide information, foster attitudes, and promote behaviors that are life changing in nature. Few other professions can lay claim to such dramatic facts.

The sixth thing on our list is to attend this year's IAHPERD conference. All of us need a little attitude adjustment on occasion. Even if our passion for our profession is always high, there is no better place to maintain or enhance our professional passion than to attend this year's IAHPERD convention to be held in Indianapolis on November 3-4, 2006, at the Radisson Hotel. Henry Kissinger once said, "A leader's responsibility is not to lead where the group is but to where they have never been." IAHPERD needs leaders who are willing to lead us where we have never been. Join us in Indianapolis this November and take the next steps in advancing the IAHPERD profession where we have never been. The children and citizens of Indiana need us.



Thomas H. Sawyer, Ed.D., Professor
Department of Recreation and Sport Management
Indiana State University
Terre Haute, IN 47809
(812) 894-2113, (812) 237-2645, FAX (812) 237-4338
pmsawyer@isugw.indstate.edu

AAPAR Leads the Way to Lifelong Fitness and Fun

The American Association for Physical Activity and Recreation (AAPAR) is planning an extensive variety of programs and products to help professionals develop and operate outstanding services. The association consists of 12 councils (see list below) who work with each other and organizations both within and outside the Alliance to meet members' needs. Here is a sample of some of our projects:

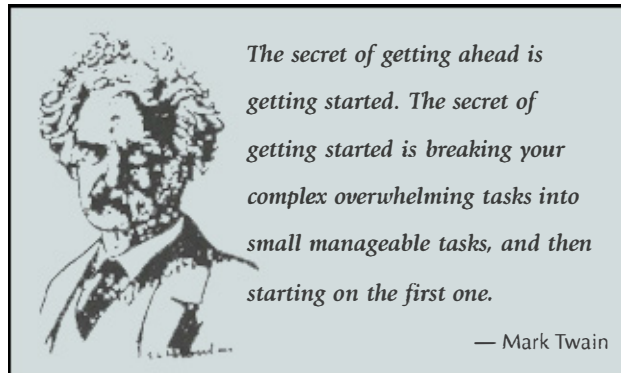
- The Councils for Adapted Physical Activity and Measurement and Evaluation are cooperating in the development of a screening test to identify children in need of adapted physical education.
- The Administration and Leadership Development Council's summer leadership conference—Legal Issues in Physical Activity and Athletics—takes place July 13—15 in Oklahoma City (see www.aapar.org for details).
- The Council for Aquatic Professionals is conducting several credentialing workshops for Adapted Aquatics Instructors and Aquatics Fitness Instructors this summer (see www.aapar.org for details). They are also planning an accreditation program for professional preparation programs in aquatics.
- The Council for Aging and Adult Development is planning training workshops on senior activity for providers, paraprofessionals, and seniors based on the work they did under the CDC-funded TESA grant. The workshops will be called TESA: Training and Encouraging Senior Activity and will be offered nationwide.
- The Councils of Adventure and Outdoor Education/Recreation and Lifelong Recreational Sports are collaborating with The League of American Bicyclists in developing a credentialing program in bicycling and are exploring developing something similar with several winter sports organizations. They are also exploring a collaboration with the Council for Aquatic Professionals and the American Canoeing Association that would create a similar program for paddling sports (canoeing and kayaking).
- The Council for Adventure and Outdoor Education/Recreation (CAOER) has just released a new publication: *Knot Tying Made Easy*. In addition, they offer a workshop, "Teaching Adventure Skills in the Gym," which is available for presentation at district and state meetings, individual schools, recreation

departments, and camps. They are planning a credentialing program in belaying and climbing. Additionally, CAOER is planning an outdoor education conference that will take place in the summer 2007.

- The Safety and Risk Management Council publishes a semiannual newsletter titled "The Safety Notebook" on current safety topics.
- The Council for Facilities and Equipment has published the 11th edition of *Facilities Design and Management for Health, Fitness, Physical Activity, Recreation, and Sports Facility Development*.

Below is a list of the 12 councils that make up AAPAR. If you are interested in learning more about what they provide, joining one or more of them, or assisting with any of their projects, send an e-mail to Mariah Burton Nelson, AAPAR executive director, at MNelson@aahperd.org. AAPAR is planning to lead the way for professionals to provide programs for lifelong physical activity and recreation.

1. Adapted Physical Activity Council
2. Council for Lifelong Recreational Sports
3. Administration and Leadership Development Council
4. Council for Facilities and Equipment
5. Council for Aquatic Professionals
6. Fitness and Wellness Council
7. Children, Youth, and Families Council
8. Measurement and Evaluation Council
9. Council for Aging and Adult Development
10. Professional Recreation Council
11. Council for Adventure and Outdoor Education/Recreation
12. Safety and Risk Management Council



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

— Mark Twain



AAHE
American Association for
Health Education



PRESENTS: THE NEW HEALTH EDUCATION STANDARDS: ADVOCACY AND IMPLEMENTATION

October 5, 2006

1:00 – 5:00 pm EDT

Potawatomi Inn

Pokagon State Park Angola, IN

Join your colleagues and friends at the beautiful Potawatomi Inn on the shores of Lake James to learn about the revised National Health Education Standards.

**4 hours of CHES credit can be earned at this workshop.
Nationally recognized presenters include:

Katherine Wilbur, M.ED.

Director of Health Education and CSH Programs
Maine Dept. of Education

President, American Association for Health Education

Ms. Wilbur is the Coordinator for Health Education and Health Promotion at the Maine Department of Education. She earned her BS in Health and Physical Education at the University of Maine at Presque Isle and her M.ED from the University of Maine. Ms. Wilbur is the current president of American Association for Health Education. She has been active on several AAHE and AAHPERD national committees, including being involved in the review of the National Health Standards.

Susan Telljohann, HSD

Professor, The University of Toledo

Dr. Telljohann is a member of the AAHE Board of Directors. Her other contributions to AAHE include serving as the past associate editor of teaching techniques for the American Journal of Health Education and served also as reviewer for the journal. Dr. Telljohann has held several leadership positions on the Ohio Association for Health, Physical Education, Recreation, and Dance. She was involved in the review of the National Health Standards.

Marlene Tappe, PhD

Assistant Professor, Minnesota State University

Dr. Tappe has a B.S. in Health Science and Physical Education Teaching from Mankato (Minnesota) State University and earned both her M.S. in School Health Education and her Ph.D. in Health and Safety Studies from the University of Illinois at Urbana-Champaign. Dr. Tappe has consulted for the U.S. Department of Health and Human Services and was involved in the review of the National Health Standards.

This Standards-Based Health Education workshop will provide:

- * Knowledge and skills needed to effectively use the National Health Education Standards
- * Suggestions for advocating for health education
- * Performance-based assessment to promote health literacy
- * Four Hours CHES credit will be offered.

Who should attend:

- * Health education teachers
- * University professional preparation faculty
- * State education agency directors and coordinators
- * Local education curriculum directors

REGISTRATION and FEES

Pre-registration (before 9/5):
 MW District Members - \$25
 Non-members - \$50
 Students - \$10

On-site Registration:
 MW District Members - \$35
 Non-members - \$60
 Students - \$20

Contact conference director, Dr. David Anspaugh at anspaughd@tristate.edu or at 260-665-4143 for further information.

Mail registration form and registration fee to:
 Suzanne Crouch • 3705 Bearwood Drive • Indianapolis, IN 46235
 Make check or money order payable to: Midwest District AHPERD

Overnight accommodations:
 Potawatomi Inn at Pokagon State Park – 877-563-4371
 OR Angola Ramada Inn – 260-665-9471

Registration Form

Registration fees:

Name _____

Member MWD - \$25 \$ _____

Address _____

Member
IAHPERD \$25 \$ _____

City _____

Student - \$10 \$ _____

State _____ Zip _____

Non-member - \$50 \$ _____

Email _____ Phone _____

CHES Credits - \$30 \$ _____

School/University _____

Total fees paid \$ _____

Student News

Student Activities

Alumni from the AAHPERD Student Leadership Conferences enjoyed a reunion during the Salt Lake City Convention where they had an opportunity to renew friendships and share their current activities. AAHPERD leaders who serve as staff and mentors at the conferences also attended and the students enjoyed the opportunity to chat with them about professional plans and graduate school. These students agreed that attending the Student Leadership Conference was a valuable experience for them and was a factor in bringing them to the national convention.

AAHPERD's first Graduate Student Leadership Conference will be held this fall, October 12-15, in Reston, VA. All full-time Graduate Students who are members of AAHPERD were invited to apply to be delegates to this conference. Topics for the conference include: advocacy, grant opportunities, thesis/dissertation tips, research generation

and dissemination, orientation to AAHPERD opportunities and services, career development in the various fields, leadership skill building, and future directions in HPERD. All selected delegates will be asked to submit a poster presentation regarding a relevant research or professional topic. Go to www.aahperd.org, and click on the link Graduate Student Leadership Conference link under News and Updates for complete information. The next Undergraduate Student Leadership Conference will be held in October 2007 at YMCA of the Rockies, in Estes Park, CO.

Graduating seniors are invited to take advantage of the special membership offer of two years of professional membership for the price of one year when they renew their membership. This includes full professional member benefits including membership in two associations. We welcome all seniors to full professional status as you launch your career.

Students Apply Now—Ruth Abernathy Presidential Scholarship

The Ruth Abernathy Presidential Scholarship Awards recognize outstanding undergraduate and graduate students majoring in the fields of health, physical education, recreation, and dance. Three \$1,000 undergraduate scholarships and two \$1,500 graduate scholarships will be awarded in January 2007. Recipients will also receive a complimentary three-year AAHPERD membership. All awards will be presented at the 2007 AAHPERD National Convention & Exposition in Baltimore, MD.

The application deadline is October 15, 2006 so don't miss your opportunity to apply! Specific eligibility criteria, application procedures, and application forms for both awards are available at www.aahperd.org. Click on About AAHPERD, then Presidential Scholarship. Questions regarding the application process should be directed to Deb Callis at 800.213.7193 x405 or via email at dcallis@aahperd.org.

AAHE Outstanding Undergraduate Health Education Majors of the Year

Kristin M. Dogue, Ball State University
Lindsey Brown, Indiana University
Ashley Loehmer, Indiana University

District News

District Awards Recipients

We applaud the following individuals who were recognized by the District Associations for their outstanding contributions to our profession.

Midwest District

AAHE Health Educator of the Year College/University Division

David Anspaugh, IN

AAHE Health Educator of the Year School K-12 Division

Marcia Berke, IL

College Dance Educator of the Year

Sharon Rae, OH

Young Professional

Gina Parker, IL

Ruth Abernathy Presidential Scholarship

Chris Rhea, IN

Adapted

Margaret Ganger, IL

Outstanding Student

Casey Schneider, IN

Mid-West Association of College University Physical Education

Lynn Hall, IN

Scholar Program

Raymond Leung, IN

Ethnic Minority Graduate Student

Yumary Ruiz, IN

Honor

Marilyn Buck, IN

Meritorious Service

Susan Flynn, IN

Nikki Assmann, IN

Presidential Citations

Jim Cook, OH

Betty Haven, IN

Bane McCracken, WV

Scott Frazier, WI

IAHPERD, IL

LeAnn Haggard

National Dance Educator of the Year



The National Dance Association is proud to announce the 2006 Dance Educator of the Year is LeAnn Haggard from Indianapolis. She was recognized at the AAHPERD National Convention in Salt Lake City, Utah in April.

Mrs. Haggard promotes active, creative, and healthy lifestyles in her students through high quality dance and physical education instruction at North Central High School in Indianapolis. David Anspaugh, Indiana AHPERD President, reported “the Dance Educator of the Year is chosen annually through a rigorous review process. As a positive role model for students and professionals alike, LeAnn was selected based on her: 1) creativity in utilizing various teaching methodologies, 2) providing a balanced curriculum based on the developmental needs of her students, 3) reinforcing dance as an integral cultural component, 4) teaching an understanding of dance as a creative art through the discussion of aesthetics of students’ own works and the works of others; and 5) providing opportunities for students to share their creative work with appropriate audiences.”

A physical education colleague remarked, “Through dance, LeAnn teaches body and spatial awareness, thinking skills, anatomy and physiology, history, geography, and culture through ethnic dance, self expression in interpretative dance, and cooperative learning in group dances, while building healthy bodies and minds in her students, all within a sequential, developmentally appropriate program.”

Haggard’s own dance education displays the journey of a life-long learner. LeAnn graduated with a Bachelor of Science in Physical Education, Health, and Dance from Ball State University. Her experiences have led her from Columbus, Ohio, to Shelbyville, Indiana, and now to the Indianapolis area. She has shared her love of teaching dance to many community groups. LeAnn conducts professional development workshops in the state and has presented at numerous conferences.

“She truly has a great interest in coaching teachers in integrating the arts into physical education,” Anspaugh stated.

When LeAnn and her husband, Larry, moved back to Indiana in 1980, she saw an opportunity to open her own dance studio. The small town atmosphere that she found in Shelbyville seemed to be the perfect setting for her business. Although there were several dance studios in the area, Haggard took dance in Shelby County to a new level. Many residents had never seen the kind of professional and flashy recitals that became her yearly trademark and attendance at her “Showcase” recitals was often 2,000 to 3,000 people. In addition, numerous adults—many of them with no prior experience—started to take lessons from her. Haggard also worked as choreographer of the majorettes, show choirs, and the May Festival at Shelbyville High School before moving to Indianapolis.

Among LeAnn’s previous honors are the 2004 Indiana AHPERD Dance Educator of the Year and the 2005 Midwest District AAHPERD Dance Educator of the Year. She was also selected by her peers as the North Central High School Teacher of the Year in 2005. Her dedication has led her to serve on several committees in her local community and also encourages her students to present

dance performances as a community service, always wanting to share the art of dance with everyone.

When asked to describe her teaching, Haggard notes: “Students of any age can learn to enjoy a physically active lifestyle through dance when taught the basic vocabulary, concepts, and tools to explore their potential. When I started teaching at North Central, my principal was going to cancel the elective dance class due to low enrollment. I made a deal with him to give me one year to show that I could build the class. I now teach about 50% of my physical education classes in dance with 35 to 40 students in these classes. The classes are really too big, but I am not going to complain!”

“Dancing is a natural way for humans to express themselves and is effective in promoting creativity, communication, collaboration, cooperation, and connections between people. The joy on my students’ faces when dancing is a constant source of renewal for me as a teacher. Dance, in all of its forms, is a lifelong way to help stay mentally, emotionally, spiritually, and physically fit.”

“Because dance is the most ignored of the Arts within the educational curriculum, there is a great need for dance education to reach those physical education teachers who are currently uncomfortable with dance. When they learn and then teach their students, dance has the potential to get Hoosier citizens up and moving to ‘Shape Up Indiana.’”

**The joy on my students’ faces
when dancing is a constant
source of renewal for me.**

Cooperative Learning as a Tool to Enhance Social Responsibility

Stefanie Engle, Paul Saylor Elementary School
Barbara Tyree, Valparaiso University

Recent years have seen an increased emphasis on teaching students to be socially responsible, not only in the classroom but in the gymnasium. Don Hellison's Teaching Personal and Social Responsibility (TSRP) is perhaps the best known program focused within the physical education setting. The concept of teaching students to be responsible members of their community is both hopeful and daunting. In today's culture, it seems the norm to refuse to take responsibility for one's actions, rather blaming other's for bad behavior or bad deeds (Ackland, 2002). Students, however, need to learn to take responsibility for their own actions, be they good or bad. Taking responsibility and living with the consequences allows students to begin to understand the choices they make and their impact on themselves and others around them.

Social responsibility does not just happen, it must be learned. Among those skills needed to achieve a sense of social responsibility are cooperation, conflict resolution, moral development, communication skills, and a sense of connectedness (Berman, 1990). Berman (1990) suggests a number of components that must be present to begin the process of developing social consciousness. Among these are an understanding of social interdependence, becoming aware of group needs, and community building.

Hellison's TRSP outlines five goals in the development of social responsibility. These include respecting the rights and feelings of others (Level I), participation and effort (Level II), self-direction (Level III), helping others and leadership (Level IV), and transferring skills outside the gym (Level V). Levels I and II are the foundation of the developing responsibility and are essential in establishing the positive learning environment. (Hellison, 2003) Hellison (2003) provides a list of behaviors or concepts that can be found throughout the levels. These include self-control, conflict resolution, inclusion, and self-motivation, exploration of new tasks, persistence, the courage to resist peer pressure, inner strength and caring, and compassion.

The purpose of this pilot study was to investigate whether the introduction of cooperative learning activities could encourage students to become more socially responsible. The components of cooperative learning provide students the opportunity to learn many of the basic concepts and skills needed to build a foundation for learning social responsibility.

Johnson and Johnson (1992) have identified five components of cooperative learning: positive interdependence, face to face promotive interaction, individual accountability, social skill practice, and group processing (debriefing). Cooperation, itself, has been

identified as a critical component of social responsibility. (Berman, 1992) Additionally, cooperative learning activities also encourage and enhance social skills, interdependence, negotiation, and a connectedness to a group. (Smith & Markley, 1997)

The pilot study was an action research project designed to address issues within a third grade elementary physical education class. Students were struggling with conflict resolution, an inability to take responsibility for their own actions, and a general disrespect for each other. The class was chosen because they had not been exposed to prior conflict resolution strategies and would all be starting at the same level. Additionally, there was the hope that a positive outcome would provide positive role models for these students' peers in the future.

The class consisted of 25 third grade students, 5 of whom were classified as mildly-mentally handicapped (MIMH).

Cooperative learning strategies were incorporated into the curriculum twice per week for six weeks. Lessons emphasized team-building strategies, individual accountability and the necessary collaborative skills needed for working in small groups.

Each week, following the second cooperative lesson, students were given a personal rating scale or report card to grades themselves on how they felt about their participation and behavior for that particular week. Among the categories on the rating scale were concepts which were identified as those which enhanced social responsibility. These included: treating others kindly, having a good attitude, listening to others, trying all activities, helping someone else, sharing equipment, and doing one's personal best. The physical educator and the classroom teacher also graded each student on each of the criteria.

In the fourth week, the students were asked a series of questions based on a given scenario to find out if what they would do would begin to match the grades they were giving themselves on their personal rating scale. This tool was designed to lend credence to or disprove their personal ratings. These scenarios were brief stories of "what might happen" in the physical education class. Students were asked to respond based upon the levels of Hellison's TRSP scale. The first data reviewed were the weekly report cards. The results from week one clearly indicated that the students weren't quite "getting it". All but 3 of the 25 students in the class gave themselves a B or higher. The teacher felt the students were "sugar-coating" their behavior and strategized ways to remind students about being honest and realistic about themselves and their behavior. The following

week, prior to class, the teacher and the students discussed the importance of honesty and reminded them that their personal grades would not impact their physical education grades. Week 2 offered a more realistic view of student behavior. Three students gave themselves all A's. Nineteen of the 25 students gave themselves at least 2 C's in different categories while two students gave themselves C's or lower for all categories. Week 3 and 4 remained consistent with the second week with a slight increase in A's and B's as the weeks went on. Thirteen gave themselves all A's and 8 gave themselves a B or higher. By week 5 and into week 6, there was tremendous improvement. Twenty-two of the 25 students in the class gave themselves all A's. The remainder of the students gave themselves a B or better. With the exception of Week 1, all student grades were consistent with the teacher's grades during each of the weeks of the study.

A survey was administered during the fourth week of the unit. Questions and answers were designed to see if responses to "what if" scenarios matched the concepts being taught in class. In other words, were students internalizing any of the cooperative learning strategies? Responses to a series of questions were designed on a 3 point scale, with 3 being the most desirable answer, that which supported the cooperative learning strategies the students were working on. The average answer, for example, walking away or ignoring a problem, would score a 2. Any answer that would result in lying, cheating, or simply using no conflict resolution skills the score would be a 1. Results after tallying the responses were astounding. In all, 185 responses scored a 3, 19 scored a 2, and 6 responses scored a 1. Statistically, 97% of the student answers supported a positive cooperative learning strategy.

Debriefing activities, following lessons also provided a glimpse of changes that were occurring the way the students

were thinking about each other. The teacher observed a "snowball effect" as the days passed. Initially, there was a feeling that students were simply "acting" the way they thought the teacher wanted them to act and responding in kind. But, with the use of debriefing, it became evident that positive changes were occurring. Students began to show concern for each other, coming to each others defense, and, in some cases, suggesting that some students were being given the same opportunities, by their peers, to participate and that this "wasn't fair." Another student, when asked what she had learned from the activities, stated "I learned that I shouldn't just be nice to my best friends, that I should care about other people's feelings, too."

The conclusion, reached by both the physical education teacher and the classroom teacher was that cooperative lessons were indeed fostering caring and compassion among students in the class. Students demonstrated a willingness to take responsibility for their actions (as seen in their social responsibility report cards). The classroom teacher reported that for the most part she had noticed "a genuine concern for each others' well-being" among the students.

References

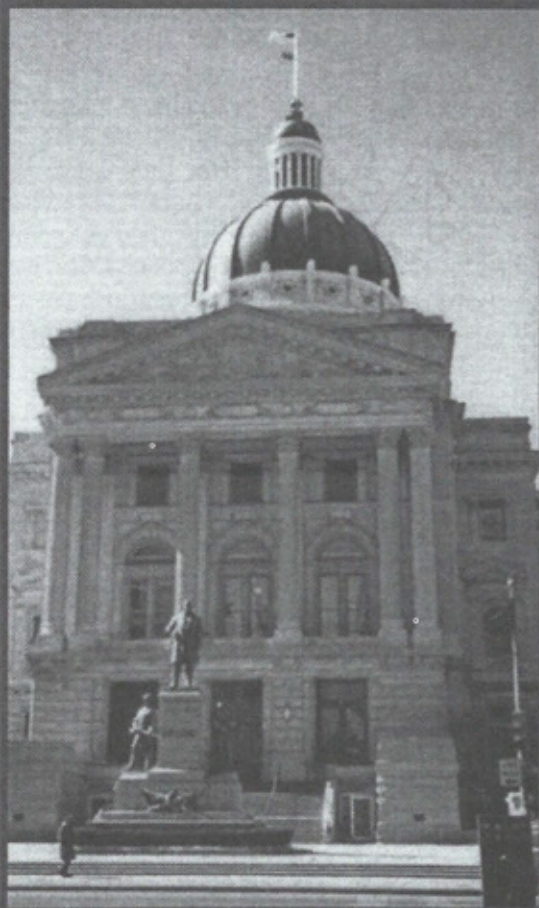
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Self-Assessment										
My Report Card _____										
Date _____										
Activity _____										
Please circle.										
1=Not at all 2=Very seldom 3=Sometimes 4=Usually 5=Always										
Behavior Self-Grade Teacher's Grade										
Treated others kindly	1	2	3	4	5	1	2	3	4	5
Had a good attitude	1	2	3	4	5	1	2	3	4	5
Listened to others	1	2	3	4	5	1	2	3	4	5
Tried all activities	1	2	3	4	5	1	2	3	4	5
Helped someone else	1	2	3	4	5	1	2	3	4	5
Shared equipment	1	2	3	4	5	1	2	3	4	5
Did my personal best	1	2	3	4	5	1	2	3	4	5

Self-Assessment Overall Level	
Name _____	
Date _____	
Circle the LEVEL you think you were at this week	
Self-Grade	Teacher Grade
Level 0	Level 0
Level 1	Level 1
Level 2	Level 2
Level 3	Level 3
Level 4	Level 4
Behaviors for each level (Hellison, 2003)	
1	self-control, peaceful conflict resolution, inclusion
2	self-motivation, effort and trying new tasks, courage to be persistent
3	on task independence, goal setting, courage to resist peer pressure
4	caring and compassion, sensitivity, responsiveness, inner strength

RACING FOR A HEALTHIER INDIANA

Annual Visit to the Statehouse and Legislative Summit

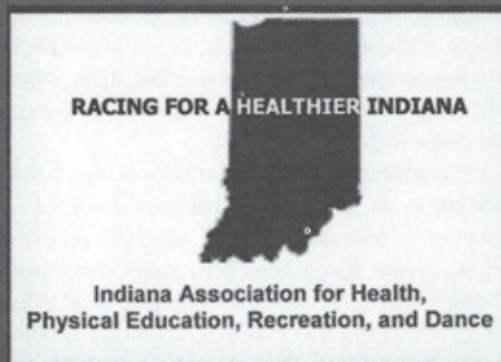


**Thursday,
January 25 2007**

**Join us in the Rotunda
of the Indiana
Statehouse for the
Legislative Summit**

9:30 am	Registration
10:00 am	Briefing
10:30 am	Visit with Legislators Activity Demonstrations
1:00 pm	Reception

**For more information,
Contact Kim Duchane,
IAHPERD Advocacy Committee,
at kaduchane@manchester.edu
or call (260) 982-5382,
or online at www.indiana-ahperd.org**



Racing for a Healthier Indiana

Despite an increase in the rate of childhood obesity and encouragement from the Surgeon General and Centers for Disease Control and Prevention for daily physical education programs, Indiana, as well as many other states, received a failing grade on their physical education requirements. Those are the findings of the latest Shape of the Nation Report: Status of Physical Education in the USA, released by the National Association for Sport and Physical Education and the American Heart Association.

According to Indiana AHPERD President David Anspaugh, "This report shows that the physical education requirements in our state are extremely weak. Furthermore, a vast array of 'loopholes' such as exemptions and waivers too often eradicate those minimal standards at the local level at a time when more and more children are at risk of obesity."

Physical education is a planned instructional program with specific objectives. An essential part of the total curriculum, physical education programs increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can establish physical activity as a natural part of everyday life.

"Some policymakers are not aware that the federal No Child Left Behind Act (NCLB) is threatening the amount of time available for physical education," said Lisa Hick of the Indiana AHPERD Advocacy Committee. "NCLB focuses on student achievement in defined core academic subjects. As Indiana develops standardized tests to hold schools and students accountable, content that is not tested, such as physical education, has become a lower priority."

Conducted every five years, the purpose of the Shape of the Nation Report is to provide current information about the status of physical education in each state in the following areas: time requirements, exemptions/waivers, class size, standards, curriculum and instruction, student assessment, teacher certification, National Board Certification, state physical education coordinator, and body mass index collection.

According to Cheryl Carlson of the American Heart Association of Indiana, "Children are more overweight than ever before and they're at great risk of developing cardiovascular disease as they reach adulthood. Now is not the time for schools to cut physical education, and deprive children the chance to adopt healthy lifestyles. We must mandate that quality physical education be required at all grade levels and that it be taught by qualified teachers."

Since the last Shape of the Nation Report in 2001,



there has been a continued increase in childhood and adult overweight and obesity. Currently, over nine million children and teens age 6 to 19 years are overweight and an additional 31% are at risk for becoming overweight. Even though a majority of states mandate physical education, most do not require a specific amount of instructional time and about half allow exemptions and waivers. These "loopholes" significantly reduce the effectiveness of physical education.

Another general pattern with differential impact on physical education is local control of education. Indiana established standards or very broad guidelines for curriculum content and defer specific decisions regarding time, class size, and student assessment to local school corporations. This results in very diverse patterns of delivery for physical education within the state.

Highlights of the report include:

1. Forty-seven states have their own state standards for physical education.
2. Approximately 30% of states do not mandate physical education for elementary and middle school students.
3. Forty-three percent of states require physical education grades to be included in a student's grade point average.
4. Sixteen states have a required comprehensive assessment test for graduation; but, none include physical education.
5. Thirty-six states have an educational report card that rates specific subject areas individually, but, only three of those states (California, Hawaii, Kentucky) include physical education on their state report card.
6. Currently, only three states (Arkansas, California, Illinois) require schools to measure body mass index for each student.

Anspaugh stresses that "physically active, healthy students learn better!" The Indiana AHPERD recommends that children and youth need at least 60 minutes of moderate to vigorous physical activity every day. To achieve that level of activity, schools across the state should make physical education instruction the cornerstone of their Coordinated School Health Program that also includes health education, after-school physical activity clubs and intramurals, walk/bike to school programs, and staff wellness programs. It is particularly important that voluntary programs (i.e., physical activity clubs, intramurals) are designed to attract all students, especially those not interested in traditional athletic programs.

Physically active, healthy students learn better!

INDIANAPOLIS IAHPERD 2006

State Conference and Exposition
Radisson Hotel City Centre

Wednesday-Friday
November 1-3, 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 12th largest city in the U.S. offers the best of "Hoosier hospitality." It has a variety of offbeat and exciting things to do and places to go. It doesn't matter if you're interested in basketball, art, history, or high-octane excitement, Indy can provide friendliness and fun that is recognized far and wide.

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!**

Join your IAHPERD
colleagues in Indianapolis
for the
2006 State Conference!

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

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

IAHPERD Mini-Grant: “Developing Cardiovascular Endurance by Stepping into History”

by

By Tom Stubbeman

Clark Pleasant Middle School Barbara Tyree, Valparaiso University

We all are aware of the issues facing kids today such as childhood obesity, inactive lifestyles, and the health concerns that go along with these problems. At Clark Pleasant Middle School, we developed an interdisciplinary unit/trip to integrate physical education with social studies and math to help address these issues. However, one of the problems we faced was a shortage of money for the equipment we wanted to use for the project. We solved this problem when we obtained a mini-grant from IAHPERD to purchase pedometers for the class to use during the trip as well as during physical education classes.

During the week of September 12-16 in collaboration with the social studies department, we visited the

Muzzleloaders Fall Camp in Friendship, Indiana. The students were able to see how people lived in the late 1700's and early 1800's. The re-enactments brought everything to life for the kids. The students saw first-hand the authentic campsites and were able to talk with the men and women who “live” this early lifestyle.

They saw what and how the settlers cooked and how they made their clothing. They also were able to see the weapons that were used for hunting and what the military used during the French and Indian and Revolutionary Wars.

While walking the 40-acre complex in Friendship, the students were issued a pedometer to count their steps so they would be able to figure their distances. The

Warrior Physical Education Walking Log

Name		Age			Heart Rate				
					Max. Heart Rate				
Stride Length					65%		80%		
Steps	Date	Mileage	Heart Rate	In Zone?	Steps	Date	Mileage	Heart Rate	In Zone?



Walking on a rainy day in the Warrior gym.

day before, during physical education class, the students measured their stride lengths and recorded them on their walking logs.

When the students returned to school, we talked about how far they thought they had walked. We then recorded the number of steps they had taken and figured their distance walked by multiplying the number of steps by their stride length and dividing by 5,280 (the number of feet in a mile, since we measured stride length in feet). When they compared this figure to what they had guessed, most of the kids had underestimated the distance. We then discussed their perceptions about exercise and, how they could achieve good health by

keeping active.

Heart rates were also taken before getting off the buses, then again half way through the tour/walk just before the muzzleloader demonstration. Heart rates were also recorded on their walking logs. Since the trip, we have used the pedometers during physical education class in a number of different activities. The kids have worn them on our walking days, in our weight room, and in other activities.

The students continue to make comparisons between the different activities taking into consideration the intensity of the activity and the distance that was obtained from their pedometers and their heart rate levels. Using this information, they have answered the following questions:

1. Has your heart rate fallen into your target



Playing Tennis while wearing pedometers.



Warriors recording pedometer information on their logs.

zone in all activities and distances? If not, which ones and why?

2. Compare your heart rate among the different activities and distances.

3. What activities outside of school do you participate in to have fun and to elevate your heart rates into your cardio zone?

4. What activities can you participate in to stay active?

Do you have a creative idea for a project or activity for your physical education/health classes but are a little short on funds? Investigate obtaining a mini-grant from IAHPERD. What a great way to spice up your class!

All Children Exercise Simultaneously

As children exercised in unison in school yards across the state on the first Wednesday in May, sweat flowed, calories burned, and perhaps some lives were saved. At least, that was the hope of Kim Duchane, Indiana ACES Coordinator.

"Project ACES (All Children Exercise Simultaneously) was started in 1989 by a New Jersey physical education teacher," Duchane said. Students across Indiana, the other states, and at least 50 countries were urged to exercise en masse, all to curb alarming rates of childhood obesity.

"Now we just have to get our students to do it every day, and we'll be fine," said Duchane. "The obesity epidemic is crazy in our state right now. ACES Youth Fitness Day is not going to improve their health in one day; but, hopefully, it may motivate them to exercise in the future."

More than one third of Hoosier children and adolescents are overweight; 17 percent are obese, according to government figures.

"ACES is one of the successful initiatives of the Indiana AHPERD in that it's a single-shot attempt to springboard kids into exercising," said Jane Daugherty of the Shape Up Indiana Youth Fitness Task Force. "Childhood obesity is an epidemic and getting worse."

In a grassy field of Manchester Junior High School in North Manchester, over 250 students and teachers clad in shorts, t-shirts, and sport jerseys did pushups, ran, danced, and played ultimate frisbee at the ACES Youth Fitness Day. Jesse Hunt, 14, did jumping jacks and twists. "This keeps me fit and healthy," she said. "A lot of the kids have caught on."

Classmate Mackenzie Coulter-Kern, said she exercises everyday, playing basketball or soccer. "This is a good part of a healthy life," she said.

Indiana had over 25 schools registered for this year's ACES event. The Indiana AHPERD hosted a "huge" event at IUPUI bringing together 1000 fifth grade boys and girls on the university track. The total for 2006 was almost 13,000 students exercising at the same time in the Hoosier state. Elsewhere in the country, about 500,000 students participated in Michigan, 200,000 in Illinois, and 180,000 in Ohio, Duchane said. Most of the schools held their events at 10:00am EST to synchronize the activity as much as possible. Aside from regular exercise, experts also say a nutritionally balanced diet is just as important to curb childhood obesity and they got some major help on this special Wednesday in May.

ALL CHILDREN EXERCISE SIMULTANEOUSLY 2006			
School	City	Coordinator	Participants
AbbettES	Fort Wayne	Mike Holland	325
Clark Pleasant MS	Whiteland	Tom Stubbeman	850
Columbia ES	Logansport	Dena Camp	480
DeMotte ES	DeMotte	Bill Koslowsky	700
Flint Lake ES	Valparaiso	Willa Nuppnau	565
Floyds Knobs ES	Floyds Knobs	Dale Berry	675
George Buck ES	Indianapolis	Terry Small	598
Kankakee Valley Inter	DeMotte	CharGroet	700
Indian Village ES	Fort Wayne	Ryan Keirns	420
IPS Center for Inquiry	Indianapolis	Terriann Vanes	300
Indiana School for the Blind/ Visually Impaired	Indianapolis	Jon Shively	20
Manchester JHS	North Manchester	B. Lautzenheiser	254
Maple Grove ES	Greenwood	Ann Gandolph	600
Mary Bryan ES	Indianapolis	Melissa McSorley	600
Mt. Tabor ES	New Albany	Dale Berry	180
Peifer ES	Schererville	Claudia Tripio	700
Prairie Trace ES	Carmel	Cathy Hardwick	806
Rose Hamilton ES	Centerville	Miranda Phelps	75
Shambaugh ES	Fort Wayne	Martha Hollman	500
Southern Wells ES	Poneto	Mike Carter	415
Shape Up Indiana IUPUI	Indianapolis	Jane Daugherty	1000
St. Mary of the Knobs ES	Floyds Knobs	Tricia Wall	130
Study ES	Fort Wayne	Dawn Potter	500
Sunman ES	Sunman	Tracy Meyer	430
V. O. Isom ES	Greenwood	Kris Herron	250
Wheatfield ES	Wheatfield	Greg Welch	400
			TOTAL 12.473

Financing the Sport Enterprise

*Thomas H. Sawyer,
Michael G. Hypes, &
Julia Ann Hypes*

Designed to meet the standards established by the National Association for Sport and Physical Education (NASPE) and the North American Society for Sport Management (NASSM), this book is intended to provide students in sport management curricula and professional practitioners with their first comprehensive survey coverage of the many traditional and innovative aspects of financial management. The focus of this text is upon the basics of financial management including, but not limited to diversification of revenue, acquisition of revenue resources, financial management, auditing, sponsorships, licensing, franchises, fund raising, and more. With this knowledge, readers will be able to take a proactive role in confronting the fiscal challenges faced by their organization.

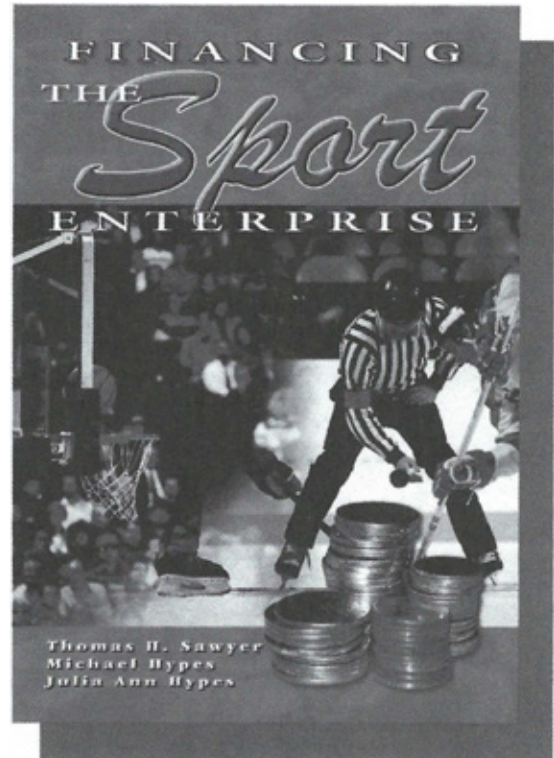


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Chapter 18 Volunteers: The Soldiers in Fund Raising and Game Management

Part 6 Financial Risk Management

Chapter 19 Insurance
Chapter 20 Risk Management

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ACES



Tell City Junio

I to r: Rachel Lively, Lisa Crawford
Heflin

Weisser Park Elementary School



Day



*St. Mary of
the Knobs
Catholic
School*



High School
Courtney Backer, Catilyn

*Clark Pleasant
Middle School*



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



- * Over 100 Informative Presentations
- * Thursday-Friday Sessions
- * Nationally Known Keynote Speaker
- * Spotlight on the Exhibits
- * Teacher of the Year/Awards Program
- * Reduced Conference Hotel Cost
- * Dance Showcase
- * Efficient Online Registration
- * Jump Rope for Heart Demonstrations
- * Great Evening in Indianapolis

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 Consec

Gina Pauline
Ball State University, Muncie

4

RECREATION

After School Recreation Programs: Schools Getting Involved

Anne Graves
Baxter YMCA, Indianapolis

Visit indiana-ahperd.org
for Registration, Hotel,
Exhibits, Sponsors, and Advertising

Indiana AHPERD 2006

State Conference Prospectus

Radisson Hotel City Centre, Indianapolis * November 1-3, 2006



You are encouraged to join us on Thursday and Friday, November 2-3, in Indianapolis where IAHPERD members gather to honor our colleagues and celebrate excellence in teaching as we "Race for a Healthier Indiana" David Anspaugh, President

By attending the 94th annual State Conference, your professionalism will be acknowledged with many happy times as we race to a healthier Indiana. Here are a few reasons to smile about our 2006 Indiana AHPERD conference.

- Having time to network with fellow professionals from the nine regions of the state,
Enjoying a forum to expand your teaching skills by learning from "Teachers of the Year",
Experiencing cutting edge technology from exhibitors and presenters,
Opportunities to examine the latest in products and services from our exhibitors,
Laugh as you participate with friends in the activity sessions,
The challenge of participating in the student SuperStars competition,
Building self-esteem as you challenge yourself to grow professionally,
Honoring award recipients while enjoying refreshments during conference social, AND...
The satisfaction of participating in one of the best state HPERD conferences in the Midwest.

We are excited about the happy times that are available to you from a trio of the National leaders in our fields. You will enjoy learning from Ruthie Bushnell teaching us about Health on the Move, Jean Blaydes Madigan, national Teacher of the Year and author of Action Based Learning, Cathie Summerford with her Action Packed Classrooms and Fit 4 Learning,

Back by popular demand!!! Each conference attendee will receive a Clipboard with a pencil holder as a complimentary gift. Special drawings will also be held in the Exhibit Hall for those members who pre-register before October 10, 2006. The drawings will include:

- Free 2007 Conference Registrations,
Free night's stay at the 2007 Conference Hotel,
IAHPERD Logo Shirts, and
A variety of equipment and technology donated by our exhibitors.

In addition, all professionals who pre-register will receive a \$5.00 coupon that can be used to purchase an item of their choice worth \$10.00 or more from one of our exhibitors.

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Thursday

FEATURED SPEAKER

Cathie Summerford



Fit 4 Learning

Cathie Summerford, has engaged learners internationally with action, movement, and music in her dynamic keynotes and workshops. Recognized as a true trailblazer and outstanding author in her field, Cathie's energetic action-packed approach to teaching has livened-up learning in countless classrooms globally.

Along with her current book *Action-Packed Classrooms*, she also authored *PE-4-ME: Teaching Lifelong Health and Fitness* and is completing her third book *Obesity's Impact on the BodyBrain: A Guidebook for Parents, Teachers and All-Concerned*. As an Educational Consultant and President of Fit 4 Learning, Cathie has been recognized as a California AHPERD Teacher of the Year, National Teacher of the Year, and California School Boards Association (CSBA) Golden Bell award-winning author.

Cathie's experiences in the academic classroom and the physical education arena have provided her with ideas galore to share with others. She continually motivates teachers to make learning a meaningful and exciting experience. Cathie's expertise in brain research and the implications action has on learning combined with her enthusiasm for teaching children make her an excellent source for inspiration; she has tons of ideas at her fingertips and is ready and eager to share this knowledge and enthusiasm with others.

Cathie's rapid-fire presentations focus on involvement. They move quickly, cover a lot of ground, and actively engage the participants. As a result, teachers leave her workshops with dozens of practical ideas and with a renewed love for teaching! Her website is www.fit4learning.com

Friday

FEATURED SPEAKER

Jean Blaydes Madigan



Action Based Learning

"Exercise may boost brain function." "Children who exercise learn better in school." "Fitness grows new brain cells." You have read bits and pieces of research that supports the importance of movement in the learning process. Now you can hear Jean Blaydes Madigan, an internationally known educational consultant, speaker and author, present how brain research supports the need for movement in learning and how movement enhances learning. Jean will bring it all together for you and provide cutting edge information that justifies daily physical education.

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

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

Health on the Move
Friday
Ruthie Bushnell



Ruthie Bushnell has been a physical education, health, nutrition, and fitness teacher in the Maryland Public Schools since 1977. Over the course of her career, she developed a unique curriculum to teach children health and nutrition concepts through movement and motor skills. She has shared her ideas and lessons at teacher in-service meetings, wellness conferences, nutrition seminars, universities, and with other audiences interested in promoting children's health. She has also served as a consultant to the Harvard School of Public Health, the Centers for Disease Control, and the American Heart Association.

Special Luncheons
Council for Future Professionals

Thursday at 1:00pm

Gather with other future professionals for a time of fun and fellowship.

Sign up with pre-registration for only \$5.00.

Jump Rope and Hoops for Heart

Thursday at 12:00 noon

LET'S DO LUNCH!!!

Attention: Jump and Hoops Coordinators

This year the coordinators' get-together will be a luncheon on Thursday, November 2nd. Please plan to share your successes and ideas with other coordinators from around the state. There is no cost or the luncheon but coordinators MUST PRE REGISTER as space is limited to the first 75 people. Hope to see you there!

KEYNOTE SPEAKER
FRIDAY LUNCHEON
TOM ZUPANCIC
FROM THE
INDIANAPOLIS COLTS



Tom Zupancic joined the Indianapolis Colts when they moved to the city in 1984. He served as the team's Strength and Conditioning coach until 1999 when he joined the front office organization as Director of Business Development. Tom has since been promoted to Senior Vice President of Sales and Marketing.

He has been honored for his generosity by the Exchange Club (Exchangite of the Year, 1999) and Sertoma (Service to Mankind Award, 1999), March of Dimes (Man of the Year, 2005), Celebrating Catholic School Values (Career Achievement Award, 2005) and was one of ten recipients of the 2000 Jefferson Award, a statewide program that recognizes charitable commitment. Governor Evan Bayh presented him with a Sagamore of the Wabash award in 1996; this is Indiana's highest civilian honor.

Tom is a graduate of the University of Indianapolis. He was inducted into U of I Athletic Hall of Fame and received the school's Distinguished Alumni Award in 2000.

He was named the NFL's Strength and Conditioning Coach of the Year in 1995, and was inducted into the Indiana Football Hall of Fame as a player in 2000. He has also written a book, *Strength and Conditioning for Football and Then Some*.

Tom ranks 14th in the world among all-time super heavyweights with a 600-pound bench press. He was a finalist for the 1980 and 1984 USA Greco Roman Olympic wrestling teams.

PROGRAM SESSIONS

WILL INCLUDE

(PARTIAL LIST: FOR THE COMPLETE LIST BY DAY,
VISIT OUR WEBSITE AT
www.INDIANA-AHPERD.ORG

ADAPTED PHYSICAL EDUCATION

Janet Smith, "No Adaptations Needed"
Deborah Ryzewski, "Yoga ABC's"
Denise Maguire, "Ability Awareness Activities"
Ron Davis, "Help Me, My Hands are Tied"

ADVOCACY

Suzie Crouch, "The Wellness Policy and SB 111"
Audrey Satterblom, "Developing a Classroom
Advocacy Plan"
Lisa Hicks, "Promoting Your PE Department through
a Staff Wellness Program"
Elise Studer Smith, "Program Promotion"

AQUATICS

LeAnn Haggard, "Get in the Swim"

COUNCIL FOR FUTURE PROFESSIONALS

Nikki Sieracki, "Family Feud"
Susan Flynn, "Super Stars Competition"
MinGyeong Baek, "Martial Arts"
Holly Pierce, "What's Your Grade: Healthy School
Report Card"

DANCE

Lana Groomridge, "Stick to the Rhythm"
Susie Stanford, "Show Your Stuff"
Ya'akov Eden, "User Friendly Folk Dance"
LeAnn Haggard, "Cardio Be-Bop"

JUMP ROPE/ HOOPS FOR HEART

Monica Malloy, "How to do Jump Rope in the Inner
City Middle School"
Karen Hatch, "Free Money and Great Ideas"
Mike Carter, "Jump Rope Team"
Sunni Duvall, "Wow, That is a Great Idea"

FITNESS

Eric Neuburger, "Governor Daniels' INShape
Indiana"
Kerri Zurbuch, "Fundraising for School Wellness-
City Walk"
Raymond Leung, "Nutrition and Exercise: Solid
Science"
Anne Graves, "Using Free Community Resources to
Implement the Wellness Policy"

HEALTH

Michelle Waymire, "Educating Kids about Gun
Violence"
Gail Melson, "Paws and Think"
Sharon Hedegar, Eve Jackson, "Too Timid to Teach
Abstinence?"
Michelle Lee, "The Down and Dirty on Youth
Culture"

HIGHER EDUCATION AND RESEARCH

Lana Groombridge, "Grant Writing for Beginners"
Glenna Bower, Marilyn Buck, "Mini Grants"
Jewel Lehman, "What's New In Research"
Kim Duchane, "Preparing Teachers for
Inclusion"
Poster Sessions—varied topics

PHYSICAL EDUCATION-ELEMENTARY

Carole DeHaven, "Quick Hit into Games to Energize
your Students"
John Allen, "Table Tennis, a Sport for Today and a
Lifetime"
Marie Lawlor, "Children Folk Dance Fun"
Dale Berry, "Jump Rope from Beginning to End"

PHYSICAL EDUCATION-SECONDARY

Patty Marcm, "Noodle Ball"
Jim Kamala, "Critical Thinking Team Building
Games",
Mike Bellinger "Athletes Get in the Groove"
Kathy Newman-Smith, "Hoops for Heart for
Secondary Program
Building"

SPORT AND SPORT MANAGEMENT

Bill Maddock, "Cardiotennis"
Jennifer Vansickle, "RCA Dome Behind the Scenes"
Jeff Petersen, "Teaching Sports Management: Tools
of the Trade"

TECHNOLOGY

Molly Hare, "Key Websites you Need to Know"
Myung-ah Lee, "Building an Accountability System
for Field Experience"
Ken Baldwin, "Online Distance Education in
Personal Training"
Cyber-Café

EXHIBITOR PRESENTATIONS

C'motion-"Exercise and Video Games"
GeoFitness- "Having Fun on Geo Mats"
Dartfish "The High Tech Classroom"
Skillastics/Sandy Spin Slade "Skillastics"
Speedstacks "On the Move with Speed Stacks"

Conference Management

IAHPERD extends its appreciation for all our valued members who have volunteered to assist in the planning of our 2006 State Conference and



Exposition. Listed below are the names of those who have served as Program Directors for their respective program

area. A complete list of all the members of each Program Council is not listed due to space constraints, but it takes many individuals to put on the best conference in the Midwest. For all those who have graciously accepted the call, we are grateful for their service.

Jackie LaFree (West Lafayette)

Council for Future Professionals

Suzanne Crouch (Indianapolis)

Health

Dale Berry (Floyds Knobs)

Jump Rope for Heart

Keith Buetow (Martinsville)

Aquatics

Roberta Sipe (Indianapolis)

Elementary Physical Education

Bill Maddock (Angola)

Sport

Anne Graves (Indianapolis)

Recreation

Denise Magwire (Angola)

Adapted Physical Education

LeAnn Haggard (Indianapolis)

Dance

Molly Hare (Terre Haute)

Higher Education/Research

Karen Hatch (Marion)

Hoops for Heart

Molly Hare (Terre Haute)

Technology

Kathy Newman-Smith (Indianapolis)

Secondary Physical Education

Eric Neuberger (Indianapolis)

Fitness

Jeff Petersen (Muncie)

Sport Management

Tom Stubbeman (Whiteland)

Middle School Physical Education



If you need special accommodations, please call Deb Bottorff at (317) 894-5847 or email at wobblydab@msn.com

Online Registration

Pre-Registration Discount

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

Professional Member Rate

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

Student Member Rate

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

Registration Hours

The Registration Area will be located on the lower level of the Radisson Hotel. The times IAHPERD staff will be available for registration include:

Wednesday, November 1

5:00pm-7:00pm

Thursday, November 2

7:30am-4:00pm

Friday, November 3

7:30am-1:00pm

Special One-Day Registration Fee

Individuals unable to attend the entire two-day conference will be able to register for the events scheduled for Friday. This special Friday only pre-registration fee is \$50.

INDY: A Night on the Town

Indianapolis is the host city for the 2006 State Conference and Exposition. It is in the heart of Indiana and was given the title "Crossroads of America" because it is easily accessible from a wide variety of locations. It has more interstate highways bisecting the city than any other in the country, which makes traveling to Indy by car an attractive option for many.

The 12th largest city in the U.S. offers the best of "Hoosier hospitality." It has a variety of offbeat and exciting things to do and places to go. If you are interested in sports, art, history, or high-octane excitement, Indy can provide friendliness and fun that is recognized far and wide.

Restaurants

Once in Indianapolis, you will never have to worry about finding a place to eat! Indy features many great restaurants to serve you. Whether you prefer a hot dog or burger, fresh fish or smoked clams, pizza or steak, you are sure to find an affordable restaurant to your liking in Indy!



Shopping

Our conference center is just three blocks from the over 100 specialty shops, restaurants, and entertainment venues in the **Circle Centre Mall**. Shopping begins with the Circle Centre and expands out to 6 separate malls in the Indy area. Friday evening might be a great time to start your holiday shopping!



Indianapolis is truly a great American city...

from stunning architecture, great restaurants, super shopping, and famous museums. Indianapolis offers a range of attractions that keep visitors coming back again and again!

Attractions

Among the many attractions convenient to conference attendees are the **Conseco Fieldhouse, RCA Dome, Soldiers' Monument, Art Center, and the Statehouse**. Indy is renowned for its diverse collection of museums: **Indianapolis Museum of Art**, a truly amazing collection; **Children's Museum**, feel like a kid again;

Indiana State Museum, where Hoosier history comes to life; **NCAA Hall of Champions**, be part of year-round March Madness; **Eiteljorg Museum**, collections of native American culture; **Colonel Eli Lilly Civil War Museum**, commemorating Indiana's contribution; **Crispus Attucks Museum**, Oscar Robertson would be proud; **Indianapolis Motor Speedway Hall of Fame**, racing capital of the world; and **Indiana World War Memorial**, celebrate those Hoosiers who fought for the USA.



Conference Schedule at a Glance

Thursday

7:00am- 8:00am	Earlybird Walk
8:30am-11:15am	Morning Sessions
11:15am-12:00pm	Spotlight on Exhibits
12:00pm-1:00pm	JRHH Luncheon
12:00pm- 3:00pm	Afternoon Sessions
1:00pm- 2:00pm	Student Luncheon
3:00pm- 4:30pm	Awards Celebration
4:30pm- 6:00pm	Conference Social
6:00pm- ???	Night on the Town

Friday

7:00am- 8:00am	Earlybird Walk
7:30am- 8:30am	Leadership Breakfast
8:30am-11:15am	Morning Sessions
11:15am-12:00pm	Spotlight on Exhibits
11:30am-12:45pm	Keynote Luncheon
12:00pm- 1:00pm	Bicycle Ride
12:00pm- 3:00pm	Afternoon Sessions
3:00pm- 6:00pm	Shopping
6:00pm- ???	Night on the Town

Conference Hotel/Reservations

Radisson Hotel City Centre

31 W Ohio Street * Indianapolis, IN 46204
Reservations (317) 635-2000



Refer to IAHPERD when making reservation to receive a discount conference rate. Visit our own Radisson reservation website at www.radisson.com/hper6 for direct reservation



The Conference Hotel is located in the heart of downtown Indianapolis. The Radisson specializes in serving busy people! So...when you come to our conference, just look at what they have to offer IAHPERD members ...

- ★ Four Star accommodations at a discounted conference rate (Single or Double: only **\$119.00**)
- ★ Spacious, attractively decorated guest rooms featuring beautiful views of downtown Indy
- ★ Guest rooms have sleep number beds, ergonomic chairs, coffee makers, irons/ironing boards, 25-inch televisions, high-speed internet access, and dual line telephones with dataports
- ★ Parking is convenient, abundant, and discounted for our conference attendees (only **\$5.00**)
- ★ Central location to restaurants, shopping, museums, and special attractions for a night on the town
- ★ A fitness center is provided for our guests

All reservations must be made by the cut off date of **October 10**, in order to receive this conference rate. Reservations made after October 1 will be accepted on a space and rate available basis. Hotel rates above do not include state and local taxes.
Check In: 3:00pm Check Out: 12:00pm

Awards Celebration

Thursday, November 2, 3:00pm

Panorama Ballroom

Your attendance and support for colleagues and friends receiving Teacher of the Year, Association, and Midwest District Awards is a way to say "thanks" for their significant contributions to our professions.

Don't miss this opportunity! Join us for an afternoon of awards, refreshments, and entertainment. Following the Awards Celebration will be a Conference Social with a variety of refreshments provided. Have an afternoon snack while fellowshiping with friends and award recipients. **Please be sure to check the appropriate box on the pre-registration form to attend the awards and social.**

Some of those being honored include:

Honor-Eugenia (Genie) Scott
Legacy-Vernon Houchins
Leadership-Carole DeHaven
Pathfinder-Kim Eiler
Young Professional-James Kamla
Special Contribution-Jason Meier
PE TOY Secondary-Lisa Miniear
PE TOY MS-Tom Stubbeman
PE TOY Elementary-Roberta Sipe
Health TOY-Katherine Nalley Schembra
Dance Educator of the Year-Susie Stanfield
Recreator of the year-Seemann Baugh
Outstanding Student- Nikki Sieracki
Jean Lee/Jeff Marvin Collegiate Scholarships

Special Events

Among the many activities offered at this year's conference will be an **Early Bird Walk** on the streets of downtown Indianapolis. The Thursday and Friday morning walks, hosted by Terry Small and Kathy Dean, will include a scenic four-block area from the hotel. Terry says, "We're going to enjoy an early morning stroll and a time of fellowship while 'walking the talk'. We will begin our walk from the hotel lobby at 7:00am. Please join us!"

Other events will include a **Bicycle Ride** with Connie Szabo Schumaker of the Indiana Bicycle Coalition. Riders will need to bring their own bike and helmet and meet in front of the hotel at noon on Friday.



To celebrate our successes, IAHPERD leaders and Jump Rope/Hoops for Heart Coordinators will be treated to a **free** lunch on **Thursday—must pre-register**. Please sign up for one or all of these events on your pre-registration form.

KEYNOTE LUNCHEON

Friday, November 3

11:30AM

Panorama Ballroom

Fitness for a Lifetime

* **Tom Zupancic—Indianapolis Colts** *

Reservations are required. Order luncheon tickets when pre-registering.

Exhibitor Exposition

Our exhibit area is bigger and better than ever. Our conference attendees can spend more time learning about each individual company and the products and services they offer. "We have new exhibitors this year and increased our exhibit space. Indiana is known as a state with educated members and a new level of dedication to our students." commented Carol White, IAHPERD Marketing Coordinator. "With our loyal vendors and many new vendors this is a chance to see new and exciting products." Please **take time to visit with the exhibitors** between sessions and during our Spotlight on Exhibits each day. Also, **come prepared to spend your physical education budget** on the new products and bargains our exhibitors' offer. That is what keeps our vendors coming back each year.

Companies will also be able to showcase their products during Vendor Presentations. The following companies will be with us:

Ages Golf

Cmotion

Dartfish USA

Don's Yo Yo-ology

EKHO

Educational Fitness Solutions, Inc.

GeoFitness, Inc.

Glenview Health Systems

Human Kinetics

MicroFit, Inc.

Mulry Manufacturing, LLC (SHARBADE)

Palos Sports

P.A.T.H., Inc (A Positive Approach to Teen Health)

P.E. Tees

Skates on Wheels

Skatetime School Programs

Skillastics / Sandy Spin Slade, Inc

Sportime

Speedstacks, Inc

Sportwall International, Inc.

The Children's Health Market

Toledo Physical Education Supply

Total Therapy, Inc.

W.E. C.A.R.E. Sports Programs

Your State Conference offers...

- Two full days of programs and activities,
- Over 100 presentations by HPERD professionals,
- Exchange of information and ideas with more than 700 of your professional colleagues, and
- Opportunities to examine the latest in products and services from a variety of exhibitors.

Register Early and Save
IAHPERD 2006 Deadlines
Earlybird Registration—October 10
Hotel Reservations—October 10

Join the Crowd

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!

"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 a piece of equipment? I was able to get my answers instantly." Darla Davis, Ft Wayne

Jump Rope/Hoops for Heart

Jump Rope/Hoops for Heart As IAHPERD celebrates its 94th State Conference, our American Heart

Association partner is also celebrating over 25 years of Jump Rope for Heart and 10 years of Hoops for Heart events. Coordinators are invited to a free luncheon get-together on Thursday, November 2nd, at noon to celebrate our achievements. There is a limit of 75



participants for the luncheon and coordinators **MUST PRE-REGISTER!!!**

Be sure to participate in the Jump Rope/Hoops for Heart sessions and stop by the

American Heart Association booth in the Exhibit Hall to view this year's educational materials. Coordinators can also pick up their special ribbon at the Registration Table. If you are not involved as a coordinator of this exciting project, we urge you to call today and:

ENROLL your school in this important fun and educational event. For details, **VISIT** the IAHPERD website at www.indiana-ahperd.org and click on the Jump logo or call 1-800-2-8721.

IAHPERD Logo Shop

Our Association will be offering shirts for sale that feature the IAHPERD logo. They are designed to help promote your identity as a proud HPERD professional. Maybe you will choose to be fashionable this year with a colorful IAHPERD t-shirt, golf shirt, or windshirt. **Order shirts on your pre-registration form and pick them up in the Registration Area at the conference.**



T-SHIRT

100% Pre-Shrunk Cotton with printed crest logo
 Color: **Red or Royal**

Sizes: S-4XL *
 Cost: \$6.00

*Add \$1.00 for each X above XL



COLLARED GOLF SHIRT

100% Cotton Pique solid color with embroidered crest logo
 Colors: Ivory, Royal, Light Blue, Red, Yellow, Dark Gray, Faded Blue, Light Gray

Men: S-3XL*

Women: S-2XL*

Cost: \$20.00

*Add \$2.00 for each X above XL



WINDSHIRT

100% Polyester Microfiber unlined, embroidered crest logo
 Color: Chili Red, Putty, Black
 Sizes: S-4XL * Cost: \$28.00

HOODED LINED PULL OVER JACKET

Nylon with flannel lining, drawcord bottom and hood. Three pockets
 Sizes: S-3XL * Cost: \$34.00*
 Color: Navy, Red, Royal, Black, White, Golden Yellow

*Add \$2.00 for each X above XL

Member Benefits

As a benefit to our members, the *State Conference Prospectus* is being sent in a different format this year, reports President David



Anspaugh. As you may have noted, it describes the program in greater detail, and it offers many helpful hints to assist you with a successful conference experience. You will also find all the information needed to register, obtain housing, and select special events to attend.

The Conference Management Committee hopes this format is more appealing and informative...which is just what a prospectus should be. And, our exhibitors and sponsors have been listed to announce their participation and to encourage yours.

Apparently, folks are developing a new excitement for our conference. We have received calls at the State Office expressing satisfaction with the new look and conference plan. We hope you will be pleased as well.

Keeping Conference Costs to a Minimum for our Members

In these difficult economic times, IAHPERD understands the likelihood that less support may be extended to attendees by their schools and companies. So, in an effort to assist you as much as possible, IAHPERD has maintained the low two-day conference fee of \$85.

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

Other **cost saving tips** include:

1. Pre-registering for the conference. Earlybird registration saves you \$25 and time in line.
2. Join or renew your membership at the time of registration and pay the reduced fee.
3. Find a friend...perhaps even two or three, and travel to the conference together sharing the expenses.
4. Invite a colleague to share your hotel room to reduce the cost.

Special Sessions for Students

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

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

Student awards and scholarships will be presented during the Student Luncheon on Thursday, November 2, at 1:00pm.

Order tickets for the luncheon when pre-registering.

Student Scholarships

IAHPERD has chosen to honor our future professionals by offering **Catherine Wolf Conference Scholarships** to one undergraduate



student at each of the Indiana colleges and universities that provide programs in health, physical education, recreation, dance, and/or sport. Students are nominated by their professors to receive one of these scholarship opportunities. Recipients, who must be IAHPERD members and

who register and attend the conference, will be awarded a complimentary conference registration, a special certificate of recognition, and a stipend to cover some of the cost of their hotel expenses. "This is a great learning experience," stated Susan Flynn, IAHPERD Faculty Advisor for the Council for Future Professionals. "It will allow future professionals to get a first-hand look at their professional association. They will meet HPERD leaders from our state and nation, they visit with writers of their textbooks, and exchange ideas with master teachers and those recognized as Teachers of the Year." College Coordinators will be receiving details of this opportunity in early September.

Indiana AHPERD 2006 State Conference and Exposition and Membership Registration Form

November 1-3, 2006 * Radisson Hotel City Centre * Indianapolis, IN



Online Registration
www.indiana-ahperd.org

Pre-Registration Deadline:
Registration Postmarked By October 10

Membership Application New Renewal

Membership Type Professional Student

I am a Jump Rope for Heart Coordinator Yes No

I am a member of AAHPERD Yes No

I am a Hoops for Heart Coordinator Yes No

Print First Name MI Last Name Home Phone Work Phone

Preferred Mailing Address City State Zip County of Residence

Email Address School/Company Name School Corporation

EMPLOYMENT LEVEL

- Elementary School
- Junior High/Middle School
- High School
- College/University
- Community Fitness
- Public Health
- Recreation/Parks
- Business
- Student
- Other _____

PRIMARY INTERESTS (select up to 3)

- Health
- Physical Education
- Recreation
- Dance
- Adapted Physical Education
- Athletic Training
- Coaching
- Administration
- Professional Development
- Other _____

LEADERSHIP INTEREST

- Advocacy
- Committee Member
- Conference Presenter
- Grants
- Jump Rope for Heart Coordinator
- Hoops for Heart Coordinator
- Program Council Member
- Regional Council Member
- Student Leadership
- Retiree

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

Early registration discount

offered for registrations postmarked by October 10. Full registration fees in effect after October 10 and on-site.

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

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

Mail completed registration form and check to:

Indiana AHPERD
Nikki Assmann, Exec Director
2301 Christy Lane
Muncie, IN 47304

Cancellations must be made in writing and postmarked no later than October 25. All cancellations are subject to a \$10 processing fee. Refunds will be issued within 6-8 weeks after conference. No refunds will be issued on requests made after October 25.

✓	Event/Package	Professional		Student		Amount
		Early Registration	After October 10	Early Registration	After October 10	
	Membership	\$40	\$40	\$20	\$20	
Member Conference Fees						
	2 Day Conference	\$85	\$110	\$15	\$30	
	Fantastic Friday Only	\$50	\$65	\$10	\$20	
	Retired Professional	No Charge	No Charge	N/A	N/A	
Non-Member Conference Fees						
	2 Day Conference	\$130	\$165	\$45	\$60	
	Fantastic Friday Only	\$95	\$110	\$35	\$45	
	Spouse/Significant Other	\$50	\$65	Name:		
Special Selections						
	Keynote Luncheon	\$20	\$20	N/A	N/A	
	Student Luncheon	N/A	N/A	\$5	\$10	
	T-Shirt color	Qty__ Size__	\$ 6 (Add \$1 for each X above XL)			
	Windshirt Color	Qty__ Size__	\$28 (Add \$2 for each X above XL)			
	Golf Shirt Color	Qty__ Size__ M/W__	\$20 (Add \$2 for each X above XL)			
	Hooded Jacket Color	Qty__ Size__ M/W__	\$34 (Add \$2 for each X above XL)			
	Leadership Breakfast-Friday	No Charge	No Charge	N/A	N/A	
	Jump/Hoop Lunch-Thursday	No Charge	No Charge	N/A	N/A	
	Conference Social	No Charge	No Charge	No Charge	No Charge	
	Early Bird Walk	No Charge	No Charge	No Charge	No Charge	
Total Amount Due						

Register Early and Save
IAHPERD 2006 Registration Deadlines:

Hotel Reservations—October 10, 2006
Earlybird Registration—October 10, 2006
Onsite Registration—November 1-3, 2006

EXHIBITS/SPONSORS

Carol White, Marketing Coordinator
812-246-1558
cwhite39@aol.com

MEMBERSHIP/REGISTRATION

Nikki Assmann, Executive Director
765-289-8549
IndianaAHPERD@aol.com

QUESTIONS

Deb Bottorff, Conference Coordinator
317-894-5847
wobblydab@msn.com

IAHPERD 2006
State Conference



**Indiana Association for
Health, Physical Education,
Recreation, and Dance**
2301 Christy Lane
Muncie, IN 47304



Assessing the Perceived Development of Skill and Knowledge, Value, and Interest in Continued Participation after Required Physical Activity Courses with College Students

Authors:

Karl Larson, Ph.D.

Gustavus Adolphus College

Glenna Bower, Ph.D.

University of Southern Indiana

James Kamla, Ph.D.

University of Southern Indiana

Jane Davis-Brezette, Ph.D.

University of Southern Indiana

Glenna G. Bower, Ph.D.

Assistant Professor

Physical Education Department, Physical Activities Center

8600 University Blvd

Evansville, IN 47712

812-465-1265

Abstract

The purpose of this study was to examine student perceptions on initial interest, development of skill and knowledge, and value of class after completing a required physical activity course on a university campus. Five thousand and thirty-six (N=5036) students were surveyed over six semesters on their perception of the activity class experience. Results of the study indicated the greatest perceived gain was found in courses most likely not in the mainstream of general activity. Yoga and spinning, both new classes to the curriculum offerings, were the only two courses with a perceived gain over five (on a scale of 1-10). Results indicated that over 90 percent of all those participating in activity courses found the experience meaningful in some way. Finally, more than 90 percent of students indicated an intention to continue participating in their chosen activity. These findings are beneficial to practitioners planning physical activity courses in a college population.

The lack of physical activity among the United States population has been documented as a major health problem (U. S. Department of Health and Human Services, 2000). Physical inactivity is a major risk factor for coronary heart disease (CHD). (Pate et al., 1995) Initiatives around the world have targeted adolescents, younger adults, and older adults in the fight to promote physical activity. (U.S. Department of Health and Human Services, 2000) Many college and university students make up the majority of the young adult population and do not meet current physical activity recommendations. (Irwin, 2004) Therefore, the importance of influencing the students to participate in regular physical activity cannot be overlooked. (Leslie, Sparling, & Owen, 2001)

Over the past decade, physical education programs at 4-year colleges and universities have undergone major changes within the curriculum and therefore do not require physical activity courses. (Leenders, Sherman, & Ward, 2003) Despite the curriculum changes many colleges and

universities continue to offer the physical activity courses to students as an option. (Leenders et. al, 2003) What is not understood is why these students choose or do not choose to participate in these physical activity courses. Research on student perceptions regarding why they would participate in physical activity courses provide insight yet is limited. The top three reasons determined by researchers of why students participate in physical activity courses include getting regular exercise, having fun, and keeping in good health and physical condition. (Yoh, 2001; Finkenber & Moode, 1994; Martindale, Delvin, & Vyse, 1990) Although these are important variables, three areas of particular concern for this study included the following: (a) skill and knowledge, (b) interest of the activity, and (c) value and meaning of the physical activity course.

First, perceptions of whether the physical activity course displays a task-involving climate has been associated with promoting skill acquisition thus fostering skill improvement and knowledge of learning. (Gano-Overway & Ewing,

2004) One strategy for facilitating skill development is to maximize student motivation thus leading to the idea that students will become actively involved in the learning process. (Gano-Overway & Ewing, 2004)

Second, research has shown that college student' perceptions on how interesting the physical activity courses may be can play a key role in how much and how well the student learns. (Chen, 1996) According to Chen (1996), interest is "characterized by personal subjectivity" which is strengthened by recognition leading to meaning and value of the physical activity offered. If a student believes there is value or meaning in the physical activity course, then their perception of interest increases. (Mitchell, 1993)

Finally, if the students abilities and knowledge of a skill has improved, the willingness to continue to participate in the activity is increased. (Bibik, 1999; Leenders et. al, 2003; Gano- Overway & Ewing, 2004) In addition, if the physical activity course is interesting and the student learns how to participate, the interest will increase the chances of the student developing an appreciation and understanding to develop a regular exercise regime. (Dale & Corbin, 2000; Chen, 1996)

Problem Statement

Regardless of the reasons for the changes in physical education curricula, it is a crucial time to visit a university campus which continues to offer physical activity classes to collect data on current perceptions of the value of these required courses. The type of data may provide insight on ways to enhance the delivery of physical activity courses for those colleges and universities still offering physical activity classes. It may also influence major stakeholders on university campuses to re-evaluate and start allowing their Physical Education Department to serve as advocates for improving the quality of life for their students. Therefore, the purpose of this study was to examine student perceptions on initial interest, development of skill and knowledge, and value of class after taking a required physical activity course on a university campus.

Research Questions

The research study focused on three research questions: (a) What were the perceived skills and knowledge level before and after taking a physical activity class? (b) What were the students' perceptions on the value and meaning of the class? and (c) Will the student continue to participate in the activity focused on in the class in the future?

Methodology

Participants and Procedures

As part of the University Core Curriculum, students are required to complete a one-credit hour course of their choice to satisfy the physical activity component. Courses cover a broad variety of activity designed to meet student interest and promote activities associated with life long activity.

The instrument was designed in response to an

administrative inquiry as to the reasonableness of requiring physical activity as a part of the institution's core curriculum and the department's own need to determine strengths and challenges in the activity offerings in an efforts to design a better product for students. The department embarked on a process of instrument development designed to determine if this group of students represented the norm on campus. The result was a basic, yet focused, series of questions designed to attain student perceptions of the activity class experience.

As a core curriculum requirement, participants in activity classes came from across the institution. Students from all majors and at all class levels are found in activity courses. Beginning at the completion of Fall 2001 term, students were asked to indicate their perceptions related to participation in activity classes. Specifically, students were to indicate their beginning skill and knowledge level, their ending skill and knowledge level, whether they believed the instructor taught something new each class period, whether the experience was meaningful, and whether they would continue participating in the activity after the course was complete. Responses were both dichotomous (yes/no) and open ended, allowing for students to give greater response when desired.

Over the course of 6 terms (fall 2001 through spring 2004), 5036 students were surveyed on their perception of the activity class experience. Table 1 indicates the different courses and number of respondents from each course.

Results

Opportunities for enrollment in activity courses are varied, totaling 21 different courses in all. In general, courses attempt to meet a core objective: to adopt a healthy, well-regulated lifestyle. If students find the activity courses have value and meaning, and continue to participate, then the core objective to adopt a healthy, well-regulated lifestyle has been obtained.

The project gathered responses from 5036 students regarding their experience in a physical activity course.

Table 1: Number of respondents by course

	N		N
Table Tennis	794	Basketball	127
Weight Train.	686	Aerobic Dance	126
Hiking/Outdoor Ed	613	Softball	105
Step/Aerobics	554	Karate	92
Golf	458	Dance Activity	90
Volleyball	356	Bowling	87
Badminton	248	Swimming	65
Tennis	205	Kickboxing	48
Aquatic Exercise	167	Yoga	33
Aerobics 1	144	Disc Golf	20
		Spinning	18

Table 2: Perceived improvement in skill and knowledge of activity class participants

Course	N	Pre	Post	Gain
Yoga	33	2.182	7.576	5.394
Spinning	18	3.944	9.111	5.167
Badminton	248	3.738	8.456	4.718
Karate	92	2.717	7.284	4.567
Step/Aerobics	554	4.053	8.614	4.562
Disc Golf	20	3.250	7.750	4.500
Kickboxing	48	4.717	8.542	3.825
Dance Activity	90	4.278	8.070	3.791
Aquatic Exercise	167	5.278	8.556	3.277
Bowling	87	4.294	7.492	3.198
Aerobic Dance	126	5.605	8.773	3.168
Table Tennis	794	5.301	8.428	3.127
Aerobics 1	144	5.714	8.691	2.976
Tennis	205	5.245	8.108	2.862
Hiking/Outdoor Ed	613	5.415	8.254	2.839
Volleyball	356	5.897	8.631	2.733
Swimming	65	5.985	8.569	2.585
Golf	458	5.250	7.801	2.551
Weight Train.	686	6.661	8.595	1.934
Basketball	127	7.631	8.634	1.003
Softball	105	8.148	8.937	0.789
Totals	5036	5.345	8.386	3.041

Table 1 shows the number of students responding from each type of course. Table tennis, weight training, hiking, and aerobics courses each had over 500 respondents. Golf and volleyball each gathered between 250 and 500 respondents. All other courses had less than 250 respondents. Number of respondents varies by number of sections of the course offered each term which is driven predominantly by variety of available teacher expertise and student interest. In addition, some courses do not have a lengthy history of being available or have specific populations that might show interest (yoga, spinning, disc golf) and as such will have lower numbers of respondents. Finally, because completing the survey was voluntary, not all students chose to answer all questions. This will be reflected as variance in the number of participants in an activity from table to table.

Perceived skill and knowledge

Students were asked to provide a self-assessment of their knowledge acquisition and skill development during the course. A scale of one to 10 was used, a rating of one reflecting no knowledge or no skill, and 10 reflecting thorough knowledge and high skill. Table 2 summarizes the students overall perception of gain. Gain, in this sense,

is the difference between the students' perceived starting point and ending point at the conclusion of the course. The minimum gain then is zero and the maximum gain nine.

The greatest perceived gain was found in courses most likely not in the mainstream of general activity. Yoga and spinning, both new classes to the curriculum offerings, were the only two courses with a perceived gain over five. Badminton, karate, aerobics, and disc golf each reflected a gain between four and five. With the exception of aerobics, each of these activities requires skills not normally acquired through more popular sporting activity and, as such, each had an initial skill and knowledge rating under four. This afforded the greatest opportunity for gain. More commonly played sports, such as softball, basketball, weight training and golf, were rated much higher in initial knowledge and skill which left them the least opportunity to reflect gain. This was evident as weight training, basketball, and softball each had average gain under two.

Perceived Value

Students were asked to indicate whether the course they participated was meaningful to them. The term (meaningful) was not defined as it was believed students would have a variety of reasons for participating and

Table 3: Student perception of course meaningfulness

	N	Yes	No	%
Spinning	18	18	0	1.000
Yoga	33	33	0	1.000
Karate	92	91	0	0.989
Dance Activity	90	86	3	0.956
Basketball	127	121	6	0.953
Tennis	205	195	5	0.951
Disc Golf	20	19	0	0.950
Golf	458	435	15	0.950
Aerobic Dance	126	118	6	0.937
Step/Aerobics	554	516	21	0.931
Aerobics 1	144	133	9	0.924
Badminton	248	229	12	0.923
Volleyball	356	328	16	0.921
Weight Train.	686	622	38	0.907
Kickboxing	48	43	3	0.896
Aquatic Exercise	167	148	9	0.886
Swimming	65	57	6	0.877
Softball	105	92	12	0.876
Hiking/Outdoor Ed	613	526	64	0.858
Table Tennis	794	677	98	0.853
Bowling	87	66	17	0.759
Totals	5036	4553	340	0.904

Table 4: Percentage Of students indicating intent to continue activity after course completion

	N	Yes	No	%
Disc Golf	20	20	0	1.000
Basketball	127	126	1	0.992
Golf	458	450	2	0.983
Yoga	33	32	1	0.970
Softball	105	101	4	0.962
Weight Train.	686	659	13	0.961
Swimming	65	62	1	0.954
Tennis	205	195	7	0.951
Bowling	87	82	5	0.943
Kickboxing	48	45	3	0.938
Aerobics 1	144	135	7	0.938
Table Tennis	794	735	50	0.926
Volleyball	356	325	23	0.913
Badminton	248	225	20	0.907
Hiking/Outdoor Ed	613	544	58	0.887
Aerobic Dance	126	111	13	0.881
Dance Activity	90	78	11	0.867
Step/Aerobics	554	478	60	0.863
Aquatic Exercise	167	136	26	0.814
Spinning	18	13	4	0.722
Karate	92	63	25	0.685
Totals	5036	4615	334	0.916

as such, would define the term in a variety of ways. The survey results indicated that over 90 percent of all those participating in activity courses found the experience meaningful in some way. In fact, no class had less than three-quarters of its students say the course was meaningful. Results for this are located in Table 3.

Lifetime Activities

Finally, one of the major objectives in offering activity coursework is the intent of developing lifetime activity skills. Students were asked whether they intended to continue participation in their particular courses activity after the course had been completed. Results are located in Table 4. In 14 of 21 courses, more than 90 percent of students indicated an intention to continue participating in their chosen activity. In an additional five courses that percentage was above 80. In all, 19 of 21 courses had more than 80 percent of students and over 91 percent of the total students participating indicated a desire to continue participating in the activity offered through their respective courses.

Discussion and Conclusions

This study determined the perceived skills and

knowledge level of undergraduate students before and after taking a physical activity class, the students' perceptions on the value and meaning of the class, and whether the student will continue to participate in the activity in the future. In terms of perceived skills and knowledge level of the undergraduate students in the study, physical activity classes reflected an average 3.312 increase in perceived improvement of skill and knowledge. If the pre-class skill and knowledge ratings are taken into account (5.345 average overall), there existed only a possible increase of 4.655. A quick calculation then shows that students see an increase in their skill and knowledge that accounts for 71 percent of the possible increase. This would support a task-involving climate associated with promoting skill acquisition and fostering skill improvement and knowledge. (Gano-Overway & Ewing, 2004) The perceived improvement in skill and knowledge was low in the area of softball (87.6: .789), basketball (95.3: 1.003), and weight training (90.7: 1.934). Of course, these are commonly played sports where knowledge and skill may provide the least opportunity to reflect gain but as depicted provides meaning to those students, thus providing higher percentages for continuing the physical activity (basketball = 99.2; softball = 96.2; weight training 96.1).

The students in this study indicated they valued the physical activity course experience. Percentage of those indicating the course had value ranged from 75.9 percent to 100 percent. Chen (1996) described how personal belief in value of an activity can directly impact level of learning. If Chen is right, based on these results, students are in an environment highly conducive to learning.

More importantly, the majority of students in the physical activity classes indicated the intent to continue activity after course completion. With one of the primary goals of these classes the development of lifelong activity, this is encouraging. This supports previous studies conducted on university physical activity courses which report if the students' abilities and knowledge of a skill improve, the willingness to continue to participate in the activity is increased. (Bibik, 1999; Leenders et. al, 2003; Gano-Overway & Ewing, 2004) For example, the top five courses of perceived gains and percentage to continue activity ratio is as follows: yoga 5.394 : 97.0; spinning 5.167 : 72.2; badminton 4.718 : 90.7; karate 4.567 : 68.5; step/aerobics 4.562 : 86.3. Thus, this study illustrates the importance of encouraging lifelong participation in healthy activities that can have an impact on skills, knowledge, attitudes, and behaviors leading to a healthy lifestyle. (Dale & Corbin, 2000)

This study found students' perceptions of knowledge gain, value, and continued participation in an activity positively affected by participating in a college level activity course. The results of this study support the findings in the research. Savage (1998) found that participating in regular

physical activity has a positive affect on attitudes towards participating in lifetime physical activities. Leenders et. al (2003) suggest that college activity courses offer the students an opportunity to develop and improve their understanding of the importance of lifetime physical activity thereby increasing participation.

The study is limited in some specific ways. No demographic data collected for the study. The researchers suggest adding a demographic section to the survey for future use (i.e., sex, enrollment status). Second, even though students self-selected the courses they attended, they were required to take some physical education course. This may have an impact on the results because the researchers do not know the students who would have taken the course regardless if it were required or not. Would the knowledge and skill, perceived value, and continuance of the activity be similar if students were not required to take a class? Finally, because some course have lower respondent numbers (spinning, disc golf, yoga and kickboxing were not offered until Fall 2004), results may be skewed as compared to table tennis, weight training, hiking, and step aerobics which are well known to the students having been offered since well before Fall 2001.

The current study provides important results that could be utilized for further study. Further research should be conducted to determine the differences between students' perceived gains and their actual gains. For instance, a pre-test and post-test could be utilized to determine if students perceived knowledge gain was a gain at all.

This study could also be used to determine if the autonomy or the style of the instructor affected the perceptions of the students towards knowledge gain, value, and continued participation in the activity. In conclusion, it is important to determine what really affects participation in lifetime physical activity. While students leave their college level activity courses perceiving greater value and express desire for continued participation in such activities, further research needs to be conducted to determine if these perceptions really affect lifetime participation in physical activity.

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

ESTABLISHING YOUR PROGRAM THROUGH THE NATIONAL STRENGTH AND CONDITIONING ASSOCIATION'S EDUCATIONAL RECOGNITION PROGRAM

by

Thomas W. Nesser, PhD, CSCS
Assistant Professor
Department of Physical Education
Indiana State University
Terre Haute, IN 47809

In 2001, the National Strength and Conditioning Association (NSCA) established the Educational Recognition Program (ERP). The ERP is used to identify institutions of higher education and their programs that meet the NSCA's curriculum requirements and prepare students to become Certified Strength and Conditioning Specialists (CSCS). The NSCA identifies required and recommended course content that needs to be offered before any institution's program can be accepted under the ERP. The faculty at Indiana State University recently revised their Exercise Science curriculum to meet ERP requirements and become an NSCA ERP program. It is a relatively simple process, but it takes time. Our initial curriculum meeting was in fall 2002 with the implementation of the revised ERP approved program occurring in fall 2005.

REVIEW ERP REQUIREMENTS

Our first step was to compare our current curriculum with the list of NSCA required course content. The list of required course content can be found in Table 1. This is not a list of actual courses, but the information (content) must be taught in at least one course required in the program. For example, exercise physiology content is covered in our Physiology of Exercise class. One course can cover more than one required content. For example, our Foundations of Conditioning class covers content for both scientific principles of strength and conditioning, and program design as related to strength and conditioning. There is also a list of course content that is not required but recommended. This information is used by the NSCA as a guide to further develop accreditation. As long as your curriculum meets the required course content, your program can be considered for the ERP. Most of our current courses met ERP requirements though some revisions were necessary. A few courses needed to be created while a few were eliminated.

CALL IN THE EXPERTS

Overall, we felt our review process and changes were

a good start, but we wanted additional feedback. With financial support from our Provost, we invited an external reviewer with expertise in the NSCA to assist us in our curriculum design. The external reviewer examined our current curriculum, our suggestions, our facility, and the faculty's credentials over a period of two days. A few months after those slightly stressful though extremely helpful two days, we received a written report from the reviewer with his recommendations. Each faculty member received a copy of the report to review and formulate ideas for our next meeting.

The recommendations provided by the external reviewer fell inline with current faculty suggestions so we knew we were on the right track. As already mentioned most of our current courses met ERP requirements so few changes were necessary. In all likelihood we could have completed the curriculum review without the assistance of an external reviewer, but when requesting funding for program development, an external review is golden.

THE NEW CURRICULUM

It was now time to start putting together the new curriculum. Obviously those courses meeting ERP requirements were left alone and placed into the new curriculum. Courses needing some adjustments were revamped and also placed into the new curriculum. What remained were the courses that needed to be created to meet the remaining certification requirements. We developed two new method classes (resistance training, and aerobic and anaerobic training) designed to provide not only activity (content – resistance training and conditioning) but also the theory behind various training routines (content – exercise technique/exercise prescription with emphasis in anaerobic exercise). Required activity courses such as swimming and racquetball were removed.

CURRICULUM APPROVAL

With the creation of these two new courses, our new curriculum was created, renamed from "Sports Studies"

to “Exercise Science”, and approved by both department faculty and the university curriculum committee. With our new curriculum approved, we were able to submit it to the NSCA for ERP approval. The NSCA reviews programs for ERP approval twice a year with deadlines of January 1st (approval/non-approval notification by February 15th) and June 1st (approval/non-approval notification by July 15th). The application process is quite simple. The ERP application requires basic institutional information. A program coordinator must be identified (usually the department chair), and a program sponsor. This is most important. Your program sponsor must currently be CSCS, a full-time employee and member of teaching faculty (not necessarily a full-time faculty member) and teach at least one course per academic year in your ERP required curriculum. If you do not have a faculty member who is CSCS, encourage someone to do so. There is a \$500.00 application fee. With approval you are allowed to use the NSCA logo on any forms, documents or recruiting materials. If your application is denied, your application fee will be refunded, minus a \$100.00 processing fee.

A USEFUL MINOR

There was one more item to address – the Sports Studies minor. Our current minor was a watered down version of the major with the intent of giving additional opportunities to other majors interested in health and fitness. Unfortunately, our minor was not providing much of anything. It was a small selection of classes from the major that offered little potential of anything in the health and fitness industry. It was decided the minor needed to be changed or eliminated all together. No one wanted to lay our minor to rest, so work started on its revision. We worked on developing a minor that had appeal, drew interest from other programs, and was practical. Now, rather than a mix of various classes that had no focus, we took the classes that met the NSCA certification requirements from the major, added a few additional weight training classes, and gave it a new name. We had developed a “Strength and Conditioning” minor. With this modification, we now have a minor that appeals to other departments within our college of Health and Human Performance (specifically, Athletic Training, and Recreation and Sports Management) and across campus. Now you might ask how the minor is different from the major. The major also meets the KSA’s (knowledge, skills, and abilities) of the American College of Sports Medicine meeting the needs and interests of those students beyond the area of strength and conditioning.

IN THE BOOKS

Our new curriculum was approved under the NSCA’s Educational Recognition Program (ERP) in the summer of 2005. The new curriculum appeared in the 2005-2006 university catalog.

With the approval of our curriculum by the NSCA, we are now able to use their recognition as a marketing tool to attract quality students interested in the CSCS

certification and a career in the health and fitness industry. The recognition is good for a period of three years. It is too early to tell what kind of numbers the new ERP approved curriculum will bring in though early indications are favorable.

Keep in mind this was a lengthy process spanning over a period of three years. At the time of our curriculum revision, the NSCA only recognized undergraduate programs that met CSCS course content requirements. Today, the NSCA also offers ERP for undergraduate programs that meet their Certified Personal Trainer course content requirements and graduate programs in strength and conditioning.

Don’t delay, start your curriculum restructuring now. Use it as a marketing tool and attract top students from your area and the rest of the world. Currently only three Indiana universities have NSCA ERP undergraduate CSCS programs (IUPUI, University of Evansville, and Indiana State University). Identify your program today. Additional NSCA ERP information and the application are available at www.nasca-lift.org under “Education Recognition Program”.

Table 1. List of NSCA Required and Recommended ERP Course Content

<i>Required Course content</i>
Human Anatomy & Physiology
Exercise Physiology
Kinesiology/Biomechanics
Nutrition (sports nutrition preferred)
Scientific Principles of Strength and Conditioning
Resistance Training and Conditioning (activity class)
Exercise Technique/Exercise Prescription with emphasis in anaerobic exercise
Program Design as related to Strength and Conditioning
<i>Suggested Courses/Content</i>
Biology
Chemistry
Biochemistry
Physics
Statistics
Emergency Care (First-aid & CPR)
Care & Prevention of Athletic Injuries
Motor Learning/Control/Behavior
Sports Law or Administration
Computer Applications
Pedagogy, Coaching, or Teaching Methods
Psychology/Sociology (sports psychology/sociology is preferred)

Do Preschool Policies and Practices Affect Children's Physical Activity?

The preschool years are a crucial time when physical activity (PA) habits are becoming established. Studies have shown that PA is associated with less accelerated weight gain and less change in body fat in preschool-aged children. AAHPERD's National Association for Sport and Physical Education (NASPE) recommends that preschoolers accumulate at least 60 minutes of structured PA per day, engage in at least 60 minutes of unstructured PA per day, and should not be sedentary for more than 60 minutes at a time, except when sleeping. Unfortunately, relatively few studies have focused on the determinants of PA in the preschool environment. Therefore, Dowda et al. (2004) conducted a study to find out if PA levels of preschool children aged 3-5 years varied with differences in preschools' policies/practices and overall quality.

A total of 277 children from 9 preschools participated in the study. PA was assessed for 1 hour on 3 different days using the Observation System for Recording Activity in Preschools. A 15-second observe, 15-second record sampling procedure was used and activity was rated on a 1-5 scale, with 1 meaning stationary/motionless and 5 meaning fast movement. Moderate to vigorous physical activity (MVPA) was calculated as the percent of time spent at levels 4 or 5, and sedentary behavior was calculated as the percent of time spent at levels 1 or 2. A structured interview about PA policies was conducted with an administrator at each pre-school. Preschool quality was assessed using the Early Childhood Environment Rating Scale-Revised Edition and by determining the number of children per classroom and the teachers' educational backgrounds. Preschools were then divided into two groups - those that had policies/

practices hypothesized to promote PA and those that did not. Differences in MVPA between the two groups were assessed.

Results showed that children attending preschools that offered more field trips, had smaller class sizes, and had more college-educated teachers, participated in more MVPA. Children attending preschools with overall higher quality spent significantly less time in sedentary activity than children attending lower quality pre-schools. On average, all children in the study failed to meet NASPE's PA recommendations for this age group.

In summary, in order to promote more MVPA, preschools should focus on improving existing resources and the quality of preschool policies and practices. Further research should examine a broader number of policies and practices in a larger number of pre-schools, as well as explore the impact of structured activity breaks to accumulate MVPA.

Dowda, M., Pate, R., Trost, S., Joao, M., Almeida, C., & Sirard, J. (2004). Influences of preschool policies and practices on children's physical activity. *Journal of Community Health*, 29,183-196.

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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.

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2008

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

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Share Your Ideas in the Next Indiana AHPERD Journal

Guidelines for Authors

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

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

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

The Manuscript

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

Documentation

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

Tables

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

Illustrations

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

Author's Statement

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

Deadlines

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

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... to the Editor

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Then there are works that scholars do,
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That we all just may be taught?
My, what changes could be wrought
If you'd just send it in.

Tom Sawyer
Indiana AHPERD Journal Editor

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

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3. Solicit programming for the State Conference or Regional Workshops.
4. Serve as host to greet and direct presenters during the

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PROGRAM AREAS. The various program areas include:

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