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

Contents

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CHANGE OF ADDRESS

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In Local Motion - In Local Action

Foremost, let me indicate what an honor it is to have been elected as your president. This honor is humbling as I have always been impressed by the commitment and talent within this organization. Because service has been a large aspect of my professional endeavors, I am excited to be working in this capacity. My quest is to keep the momentum going that presidents before me have fueled while fostering new energy and ideas. I have been involved in service at the community, university, state, and national levels so my hope is that I can continue to work in these venues to represent you and your interests. Personally, I find that the most satisfying aspect of my job is observing and viewing the outstanding professionals in the P-12 school systems. They have been and will continue to be an inspiration to my own teaching. I trust that we can all learn by sharing our strengths with each other and with future professionals.

Next, I would like to discuss this year's theme, "Local Motion". As president, an important assignment is to select a theme for the year. After some evaluation of our current needs, much thought, reflection on past activities and interaction with other professionals, I decided on "Local Motion."

This seemed to encompass many areas that I would like to give focus. My involvement in IAHPERD stems largely from advocacy, an issue I believe is central to our mission as well as survival ("local"). The figures on the train symbolize the diversity of movement represented by IAHPERD. While the vehicle represents that although diverse in representation, we all are on the same train with the same mission. The title over the figure represents the need for local action to move each car of the train. Think about it. It takes a powerful engine to pull all of the cars of the train; so, if each car could generate its own momentum, the entire train would start moving. What can stop a moving freight train?! The movement of the train represents the movement of the entire state while recognizing the need for "local" movement. We all can be the vehicle to transport current knowledge to our state members. So, how will we achieve "Local Motion"? I suggest three avenues: 1. Quality Programming, 2. Local Action, and 3. Program Promotion.

Quality programs are the foundation for our organization. This is developed through professional standards and quality teaching and leadership. Are you aware of successful programs in your area? How about in other areas of the state? Lisa Miniear, Franklin Central High School, has demonstrated quality by her adherence to state standards, which have elevated the quality of her departmental performance. Through her efforts, her school now enjoys one of the finest physical education facilities in the state. Quality programs

necessitate respected professionals. Terry Small, George Buck Elementary School, is respected for his passionate return to the profession from private industry. Quality programs also entail professionals setting the standards. The most recent state example is our own LeeAnn Haggard, North Central High School, who was recently recognized for her passion for excellence by being awarded the National Dance Association Dance Educator of the year. Thank you Lisa, Terry, and LeeAnn for setting the standards of quality programming. Who among us will be the next one to "raise the bar"?

Program promotion is necessary for survival in today's educational climate. The first step in program promotion is quality programming. Today's view of education is ruled by testing or assessment such as ISTEP or graduation requirements. Those savvy enough to notice this trend have embraced it to include their role? Dale Berry, Floyds Knobs Elementary School, invited her principal to the IAHPERD award ceremony to receive her school's jump rope for heart award. Candy Handy-Ogle and her counterparts at Raymond Park Middle School provide an example by finding the role for wellness and physical education in ISTEP testing. During a visit to this school, one would find signs in the hallway promoting the role of physical education during ISTEP testing, various fitness students of the month pictures, and one of the many school-wide initiatives which Candy and her group fosters. Linda Ededuwa, Robert Lee Frost School 106, demonstrated her local action by updating the paint in her gymnasium. She asked the maintenance personnel if they could paint, then add stripes, then add sports figures, which really brightened the environment and elevated the status of physical education within her school. Program promotion is necessary for the survival of our programs. Thank you Dale, Candy, and Linda for providing everyday examples of program promotion.

Local Action is another element of "Local Motion". You can promote items, people, or organizations through your dress, actions, statements, etc. Look at your current clothing. What brand names or slogans do you advertise? Nike? Adidas? American Heart Association? Why not use your everyday actions to promote YOUR area of expertise? You can do this in your class, school, with neighbors, city, school board, etc. The possibilities are endless. School personnel must become familiar with their decision makers to effectively make positive change. These are probably principals, administrators, school board members, and legislators. Missy Harvey, Decatur Middle School, provides us with an example of local action by not giving up on her dream of a fitness/cardio room for her school. When faced with termination of her dream, she individually found the money in her community to complete the program. Kim Ward, Lew Wallace School 107, and James Moyer, Cold Spring School, are active in their respective school academic achievement by offering and documenting Action Based Learning Labs. In local action, you must make it personal by doing something you believe in. Make a difference where you live and work. Thank you Missy, Kim, and Jim for providing everyday examples of local action.

Given all three of these categories of action, I hope that you can see possibilities for you and your programs. Sometimes, it takes just a small effort to start the momentum for change. May these examples provide some confidence for you to take action and become a leader of progress. Make it personal.

Through this theme of "Local Motion", I have a vision for IAHPERD 2007. "I believe we should be regarded as THE resource for HPERD and sport professionals. We should educate others on the elements of quality programming. Our organization should provide beneficial and valuable membership. We should develop strong leaders for the future of HPERD and Sport. Our work for this "Local Motion" will begin at the 2007 Leadership Conference in February at McCormick's Creek State Park (for all IAHPERD leaders). If you have an idea or suggestion for the improvement of our profession or conference, I hope you will contact one of our many talented leaders. If you wish to be involved in future leadership opportunities, please contact Tom Stubbeman, IAHPERD President-Elect.

In closing, passionate people propel others and provide the "steam" for our "Local Motion". Thank you to all those who are passionate about our profession and provide inspiration to us all.

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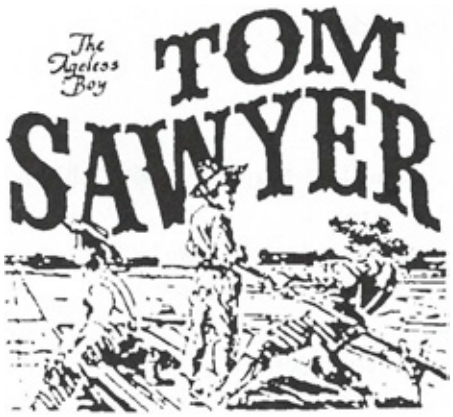

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PROPOSED NAME CHANGE

FROM

American Alliance for Health, Physical Education, Recreation, and Dance

TO

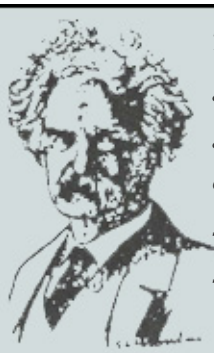
American Alliance for Health and Physical Activity

After years of thought, discussion, and research, the Board of Governors, at its September 2006 meeting, unanimously passed a historic motion to change the name of the American Alliance for Health, Physical Education, Recreation, and Dance to the **American Alliance for Health and Physical Activity**. The motion will be submitted to the Alliance Assembly for approval in March 2007.

The Board of Governors sees this as an important step toward strengthening and expanding the Alliance and creating positive change and opportunities for future growth.

We are confident that the new name will:

1) Build on the success of the first 121 years of the Alliance,
2) Better describe who we represent and what we do in the 21st century, and
3) Expand our ability to achieve our mission of promoting creative and healthy lifestyles through advocacy, research, and professional development.



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

Our new name, accompanied by a spirit of optimism and opportunity, will make us more valuable to our

members, more viable in the marketplace, and more visible throughout the world.

Other interesting pieces of interest include:

1. Since its founding in 1885, as the Association for the Advancement of Physical Education, the Alliance's name has changed seven times in response to social and organizational changes.
2. The current name is long and cumbersome. This length is a barrier during advocacy and other efforts; people find that they can't even say the whole name of AAHPERD without being interrupted.
3. The current name does not adequately address the mission of the Alliance.
4. The current name does not adequately encompass everything the Alliance represents.
5. Ultimately, the BOG was in favor of retaining the "American Alliance" in whatever name was finalized for two reasons:
   a. to bridge from the old name to the new name, and
   b. to enable "the Alliance" to continue to be called, colloquially, "the Alliance".
6. The new name will be easier to say and remember and should improve the Alliance's branding in the marketplace.
7. The change can dramatically improve relationships with outside partners and legislators.

Q and A

Q: How will this affect the national associations?
A: All of our national associations will retain their names.

Q: How will this affect the districts?
A: AAHPERD's six district associations will change their names to reflect the new name of the Alliance.

Q: How will this affect the Research Consortium?
A: Like the national associations, the Research Consortium will retain its name.

Q: How will this affect state AHPERD associations?
A: The state associations have a close relationship with AAHPERD but are not legally a part of the Alliance. Therefore, they will not have to change their names. However, the Alliance would work with the states if they wish to change their names in order to align themselves with the renamed Alliance.

Q: What will the American Alliance for Health and Physical Activity be known as, for short?
A: That's yet to be determined. "The Alliance" or "The American Alliance" are two possibilities, since AAHPERD is often referred to in those ways. Or the initials themselves (A-A-H-P-A.) Or "Ah-Pa".

Q: What About the financial implications?
A: In keeping with standard BOG procedure, the Board of Governor's Finance Committee will be reviewing the cost of changing the name and implementing a marketing plan. More specific information will be available at the Alliance Assembly.

Q: When would the new name take effect?
A: Upon approval of the Alliance Assembly in March 2007, the implementation process will begin. A launch would be expected at the beginning of Fiscal Year 2008 (September 1, 2007).

Mark Your Calendars

IAHPERD 2007 Conference
November 8-9, 2007
Radisson Hotal, City Centre, Indianapolis

2006 Conference in Review

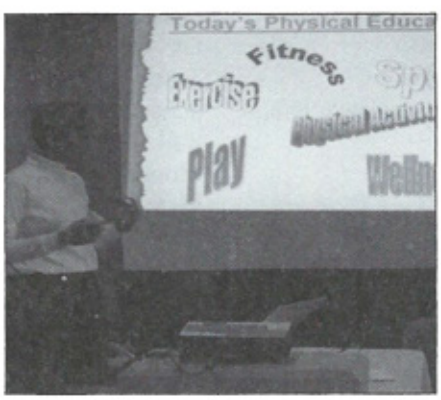












SPARK TRAINING
Grades K-8

Indianapolis: June 12, 2007
8:30 a.m. — 4:00 p.m.

Cost: $50.00: includes lunch and SPARK manual ($100 value)
Door Prizes and Give-Aways

Co-Sponsored by IAHPERD, DOE and Sportime

REGISTRATION BEGINS MARCH 1, 2007
Registration limited to 40 per level
Levels include grades: K-2; 3-6; and 6-8

Check the IAHPERD website for registration form after March 1, 2007

JOB ANNOUNCEMENT
Ball State University

ADAPTED PHYSICAL EDUCATION

ASSISTANT PROFESSOR
School of Physical Education, Sport, and Exercise Science
Ball State University
Muncie, IN 47306

Tenure-track position available August 17, 2007 for an adapted physical activity specialist. Other responsibilities: teaching introductory, assessment, and methodology courses for Adapted Physical Activity, developing on-line coursework for Adapted Physical Activity, motor learning, supervising practicums on and off campus, advising undergraduate students; teaching graduate courses. Minimum qualifications: earned doctorate in adapted physical activity/education or closely related field by August 8, 2007; experience with disability sports and teaching experience with early childhood, elementary, secondary (middle school or high school), or adult education programs. Preferred qualifications: teaching experience in higher education. Send letter of application, vita, one copy of official transcripts of all graduate work, and the names and phone numbers of three references to:

Dr. Ronald Davis, Chair
Adapted Physical Activity Search Committee
School of Physical Education, Sport, and Exercise Science
Ball State University Muncie, IN 47306
Phone: (765)285-1462
Fax: (765)285-5610
rdavis@bsu.edu

Review of applications will begin immediately and will continue until the position is filled.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community (www.bsu.edu)

SECONDARY PHYSICAL EDUCATION

ASSISTANT PROFESSOR
School of Physical Education, Sport, and Exercise Science
Ball State University
Muncie, IN 47306

Tenure-track position available August 17, 2007 for an assistant professor of physical education with an emphasis in secondary physical education teacher preparation.

Responsibilities will include teaching courses in teacher preparation, scholarly productivity, and professional service.

Minimum qualifications: Earned doctorate in physical education or closely related field by August 8, 2007. Has held or holds certification or licensure for teaching. Has at least one year of full time early childhood, elementary, secondary (middle school, or high school), or adult education program teaching experience. Additional preferred qualifications: Evidence of scholarly productivity through writing, presentations, and research activity including grant funding from external sources. Evidence of involvement in professional organizations. Teaching experience in higher education.

Dr. Arlene Ignico, Chair
Teacher Education Search Committee
School of Physical Education, Sport & Exercise Science
Ball State University
Muncie, IN 47306
Phone:(765)285-5169
Fax: (765)285-5610
aignico@bsu.edu

Review of applications will begin immediately and will continue until the position is filled.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community (www.bsu.edu)

Ron Davis' Goodbye

To my colleagues within IAHPERD I wanted to send you all a big "thank you" for your professional association throughout my time in Indiana. As some of you know, I will be leaving Ball State University in January 2007 to take another position at Texas Woman's University in Denton, Texas. Before I did that, I wanted everyone to know how much I appreciated your dedication to the profession of Physical Education. I especially wanted to thank one individual who has always been supportive of the Adapted Physical Education area. That person is Dr. Thomas Sawyer. Tom was instrumental in getting the APE council (or section as it was known then) started within IAHPERD. I went to my first IAHPERD conference in the fall of 1987, held in Muncie, and attended a leadership meeting following the conference. It was there I asked Tom if Adapted Physical Education could have representation within the organization. His response was immediate and supportive, "Yes, of course," he said. From that time on and to the present, Tom has always been a supporter and I really appreciated his efforts. I trust the APE area within IAHPERD will continue to flourish as witnessed by several other qualified leaders from around the State. Thank you all for great memories and I hope to see you in the future. Sincerely, Ronald Davis, Ph D, Ball State University (1987-2007)

Reviewed Article

Fitness Assessment Series: Practical and Conceptual Considerations in Evaluating Body Composition for Physical Educators

By
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Fitness Assessment Series: Practical and Conceptual Considerations in Evaluating Body Composition for Physical Educators

As a result of presenting a session concerning body composition assessment in the IAHPERD conference, the audience expressed attentive interests in this topic. After the presentation, the authors received constructive feedbacks from the audience suggesting that the information presented was conceptually-important and practically-useful to physical educators. Furthermore, the authors also constantly receive e-mail asking further questions and maintaining a level of communication and dialogue in regard to this topic of concern. The authors, therefore, prepared this article regarding body composition assessment in an attempt to benefit the interested individuals. The objective of this article is, from an *educational* perspective, to provide an update and review of relevant information about the assessment of body composition in an appropriate context for physical educators. Attempts have been made to take an easy-to-understand communicative approach to explain and illustrate some scientific facts that require advanced physics and physiology to comprehend.

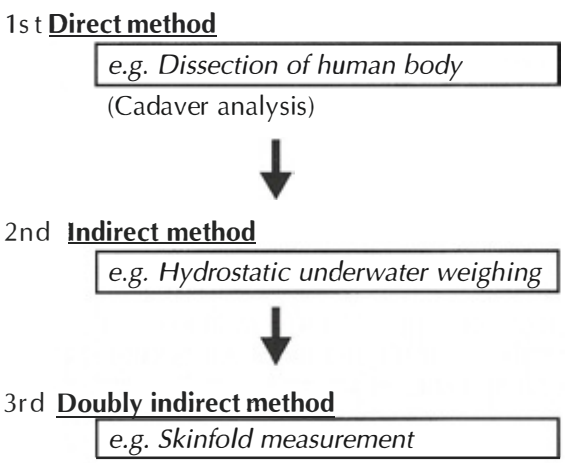
Theoretical and Conceptual Backgrounds of Body Composition

Body composition is technically defined as the relative proportion of fat and fat-free mass in a human body based upon a two-compartment model (Heyward, 2006; Heymsfield, Lohman, Wang, & Going, 2005). In simple words, our body can be divided into the following two components: fat and fat-free mass. The *fat compartment* includes all forms of structural and functional fats which are further classified into the following categories: essential and nonessential fats. *Essential fats* refer to the fats that are crucial for body functioning including lipids incorporated in the nervous and hormonal systems. *Nonessential fats* refer to the storage fats or adipose tissues located under the skin (i.e., subcutaneous fat) and around major organs (i.e., visceral fat). When your students talk about "how to lose weight", you should direct their focus to the storage form of nonessential fats within the fat compartment of the body. The *fat-free mass compartment* refers to all the non-fat tissues. In layman terms, you may simply describe the fat-free mass as "everything except fat" in your body. Specifically, the fat-free mass is composed of body water, muscle, bone, and connective tissue. Some advanced sport medicine textbooks further describe human body as multi-compartment models (Heyward & Wagner, 2004; Lohman, 1992). Physical educators might take an easy approach to understand that the multi-compartment model is just an elaboration of the foundational two-compartment model. For example, the three-compartment model divides a human body into body water, fat, and fat-free mass compartments: whereas the four-compartment model further divides the body into fat, body water, protein, and bone mineral for specificity (Heyward, 2006; Heymsfield et al., 2005).

The discussion of body composition assessment most often starts with the following general, but easily-

mistaken question, "What is the most accurate and direct method for assessing body composition?" Audience would usually suggest hydrostatic underwater weighing in an immediate smart-toned manner; although, this answer results in a disappointing "no" reply. The correct answer is the dissection of human body and this is the fact that body composition can only be *measured directly* (in vitro) through chemical analysis of cadavers as a result of the extraction of fat from all of the tissues of the body (Heyward & Wagner, 2004; Lohman, 1992). At this point, the authors would like to emphasize the previously-highlighted point (i.e., *"measured directly"*). With the previous statement specifically stating cadaver analysis as the only direct measure of percent body fat, it is logical to bring up the point that methods other than cadaver analysis including hydrostatic weighing and skinfold measurement are *indirect* methods (Heyward & Wagner, 2004; Lohman, 1992). Figure 1 illustrates the levels of body composition assessment in terms of direct and indirect methods.

Figure 1. Classification Levels of Body Composition Assessment Methods



Another important point is that because indirect (in-vivo) methods do *not measure* percent body fat directly and actual fat mass virtually cannot be quantified, we ought to understand that the indirect methods used to "*measure*" body composition actually *estimate* or *predict* what is thought to be the actual body composition. Hence, we should be specific and careful to state that the hydrostatic weighing and skinfold techniques *estimate* or *predict* (not measure) the percent body fat of an individual. The hydrostatic underwater weighing belongs to the first level of *indirect method* because the hydrostatic weighing method is derived from the direct method using cadaver analysis. The skinfold measurement is further classified as a *doubly indirect method* because the skinfold method is validated against or derived from an indirect method such as hydrostatic weighing, which in turn is derived from cadaver analysis (Heymsfield et al., 2005; Heyward & Wagner, 2004; Lohman, 1992).

For physical educators, an important practical point of knowing the above classification is that you are the one to take control to minimize the errors associated with a particular method. There are no perfect measurements/estimations of body composition, because all available indirect methods in real settings are based on various underlying assumptions that must carry varied degrees of errors. If those underlying assumptions are violated, the accuracy of a particular method becomes questionable. Doubly indirect methods are more susceptible to inaccuracy because errors are additive from one level to the next (Heyward, 2006; Heymsfield et al., 2005; Heyward & Wagner, 2004).

Practical Considerations of Different Body Composition Assessment Methods

With respect to a variety of methods and techniques for assessing body composition, the authors observe that the primary concern of most physical educators is often an inquiry that, "Which method is least expensive and most accurate?" It appears to be obvious that "budget" and "accuracy" are the two key factors of concern in the mind of physical educators; although, there is hardly a method that can satisfy both "low cost" but "high accuracy". Based on this observation, the following sub-sections have been prepared and organized in a manner to categorize various body composition assessment methods in terms of their cost and accuracy for discussion and illustration.

Low-Cost and Low-Accuracy Category

Body Mass Index (BMI) and Girth Measures. Two common anthropometric measures associated with body composition are the BMI and girth/circumference measures. The BMI is determined as body weight divided by the square of body height, whereas; girth measures usually involve the measurement of waist and hip circumferences (Heyward, 2006). First of all, physical educators should understand that both methods are invalid (i.e. inaccurate and incorrect) measures of body composition technically. You may ask, "If so, why the BMI would be so widely used even in many national projects funded by National Institute of Health?" First, a valid measure in this aspect (i.e., validity) refers to the ability of a particular body composition assessment method to accurately estimate percent body fat. We ought to be clear that both the BMI and girth measurements do not allow us to determine an individual's percent body fat. As stated above, both methods are called anthropometric measures that include the measurements of physical dimensions of the body such as height, weight, and circumference. The reason for the popular use of the BMI and girth measures is their simplicity, but not accuracy. You may then ask, "Does it mean that those national studies sacrifice accuracy at the expense of convenience?" The answer is absolutely no and it is imperative for us to recognize the inherent role of the BMI. Most importantly, the BMI serves as a marker of disease status, (Nieman, 2007; ACSM, 2006; Heyward, 2006). That means your BMI value is used as a marker to reflect your risk or likelihood of suffering from obesity-related premature diseases such as cardiovascular diseases and diabetes, but not a direct

indicator of how fat you are. The BMI can be conveniently calculated by means of a formula (i.e. weight/height2) with a corresponding unit of kg/m2. Among various levels of BMI classification (underweight, normal/healthy, overweight, and obese etc.), a BMI of 30 or higher is suggested to be used as the diagnostic criterion for increased premature disease risks.

Physical educators should be well-informed that one major limitation of the BMI is its inability to distinguish actual muscle masses and fat tissues thus leading to potential misinterpretations of an individual's actual obesity status (Nieman, 2007; ACSM, 2006; Heyward, 2006). For example, a muscular body builder would have an exceptionally high BMI because of high muscle masses, but s/he could be perfectly healthy. On the other hand, an obese middle-aged individual should also have an extremely high BMI due to high fat masses and s/he is more susceptible to premature diseases than the muscular body builder.

With respect to girth or circumference measurements, the underlying concept is based upon regional (waist and/or hip) fat distribution measures as opposed to body weight and height measures in the BMI. It is noted that the traditional waist-to-hip ratio is no longer suggested to be a widely-used measure. According to American College of Sports Medicine (ACSM, 2006; Parr & Haight, 2006), the detrimental consequence of a high waist circumference outweighs a high hip circumference because abdominal fat cells release fat directly into the portal circulation affecting liver metabolism and insulin resistance, thus increasing the risks for various premature diseases. As a result, the trend appears to combine the BMI and waist circumference so as to offer a better guideline for increased risks of high blood pressure, diabetes and other cardiovascular diseases (ACSM, 2006). For example, an individual with a BMI of 24 (i.e. without overweight) and a waist circumference above 40 inches might be at greater health risk than another individual with a BMI of 28 (i.e., overweight) and a smaller waist circumference.

Moderate-Cost and Moderate-Accuracy Category

Skinfold Measurement. The principle of skinfold measurement is based upon the assumption that the thickness of subcutaneous fat is directly proportional to total body fat. Early research first identified valid skinfold sites and developed regression equations to compute *body density,* which is then converted to *percent body fat* (Watts et al., 2006; Riley, Going, & Lohman, 1990). Since the proportion and distribution of subcutaneous fat to total fat varies with age, gender, ethnicity, and other factors, additional population-specific equations were developed to suit different populations (Watts et al., 2006; Riley et al., 1990). Although the skinfold measurement is a "doubly-indirect" as explained previously, reasonably accurate estimates of percent body fat can be made when the measurements are taken by an individual with proper training and adequate practice. For detailed descriptions of skinfold sites and measurement techniques, resourceful information can be found in texts and literatures by ACSM (2006), Watts et al. (2006), Heyward and Wagner (2004), Lohman (1992), and Riley et al. (1990). For children, the two-site (triceps and calf) skinfold method is commonly used (Slaughter, Lohman, Boileau, Horswill, Stillman, VanLoan, & Bemen, 1988).

Bioelectrical Impedance Analysis. The underlying principle of the bioelectrical impedance analysis is based upon the relative conductivity between the fat and fat-free mass components of the body; subsequently, the *impedance* is measured to estimate an individual's percent body fat (Heyward, 2006; Heymsfield et al., 2005). You may ask, "What is impedance?" Impedance simply means *resistance*. To elaborate, "fat" is "insulator" (i .e., high resistance, low conductivity) whereas "fat-free mass" such as body water is "conductor" (i.e., low resistance, high conductivity). As a result, the measured impedance of a human body (specifically, the resistance to current conducted through the body) can be used to estimate percent body fat based on the proportion between the "fat" and "fat-free mass" components of the body as a result of the difference in their respective conductivity. Early bioelectrical impedance analysis devices might illustrate this principle better because those devices actually send and pass low-level current through a human body under test by attaching adhesive electrodes to the hand and foot; therefore, the devices actually measure the resistance to current for percent body fat estimation.

Recently, the small hand-held textbook-sized bioelectrical impedance analysis devices have become quite popular to students in public school and college settings due to its simplicity. With minimal instructions, an individual simply needs to enter the age, gender, height, and weight into the device and the percent body fat will display in seconds. Although the bioelectrical impedance analysis devices are simple to be used, some practical limitations that could significantly affect the accuracy are crucial considerations. Hydration state of a student is a key factor of concern (Heyward, 2006). Physical educators should be aware of the fact that anything affecting the water content of a student would also influence the accuracy of the estimated percent body fat. Therefore, physical activity, menstruation, and fluid and caffeine consumption are factors that could influence an individual's hydration status and the result of the measurement (ACSM, 2006; Heyward, 2006).

High-Cost and High-Accuracy Category

Hydrostatic Underwater Weighing. The principle of the underwater weighing method is based upon a well-known physics law, the Archi medes pri nciple. In the field of sports medici ne, we borrow the concept of the Archi medes principle and apply it to esti mate the percent body fat of a human body. You may ask, why and how? Technical ly, the Archi medes principle states that the mass of an immersed object is equal to the mass of displaced liquid (ACSM, 2006; Heyward, 2006). Does it sound unfriendly? Fi rst, the key of underwater weigh ing is based on *water displacement* to obtain a measure called the *underwater mass* (UWM). In order to explain the poi nt easily, let us fi rst review the testi ng procedures. During the test, a subject is instructed to submerge himself or herself *underwater and the mass of the subject* underwater (i .e., UWM) is measured. Now, if we logical ly relate the testing procedu res to the Archimedes pri nciple, the measured *underwater mass of the subject*

(i.e., UWM) in the experiment can be related to the *mass of displaced liquid* in the theory. The UWM value will then be used to calculate the total body volume and body density, which is then converted to percent body fat after correcting for the lung's residual volume, gastrointestinal gas volume, and water temperature and density through a series of equations (ACSM, 2006).

BodPod. With technological advancements, a newer method typically called the "BodPod" becomes popular in the field of exercise science. The underlying principle of the BodPod is similar to that of the underwater weighing. Instead of employing the concept of water displacement to determine body volume as in underwater weighing, the BodPod method utilizes the concept of *air displacement* to estimate body volume (Nieman, 2007). Practically, a subject wearing a tight swim suit is instructed to sit quietly in an airtight chamber and a volume-perturbing diaphragm is oscillated to produce pressure fluctuation. Based on the inverse relationship between pressure and volume changes, the body volume of the subject can then be estimated within the chamber. Percent body fat is subsequently calculated from body volume and body density similar to underwater weighing.

In the field of sports medicine and exercise science, hydrostatic underwater weighing has long been the gold standard in body composition research; but the trend appears to shift more focus on to BodPod as an alternative due to the fact that the BodPod test places less demand on subjects, while accuracy is reasonably maintained. Apart from our physical education and exercise science field, other accurate and expensive methods such as dual-energy x-ray absorptiometry (DEXA or DXA) and near-infrared interactance (NIR) are common body composition assessment techniques in clinical and research settings (Heyward, 2006).

Practical Summary and Implicative Conclusion

Choosing the most appropriate body composition assessment method for use in your physical education system is certainly not an easy task. The selection of a suitable method is based upon a variety of multiple factors such as budget, level of training, use of technology, time and labor effectiveness, durability, size/portability, ease of use, technical complexity, concern about measurement error, etc. Based on physical educators' general interests and inputs, the article classified various methods into different categories in terms of cost and accuracy. If your setting has a low budget plan, body mass index and waist circumference measures may be your choice. If you expect a balance between cost and accuracy, skinfold measurement and bioelectrical impedance analysis should be feasibly suitable to your purpose. If your setting requires high accuracy and also allows high expense, you may consider hydrostatic weighing and BodPod.

In general physical education settings, the prescription of body composition assessment into your curriculum is suggested as follow. If general resources are available, you should first attempt the skinfold method which is considered as relatively less time and labor intensive, less expensive, and easily portable. Furthermore, from the teacher perspective, you can actively control the accuracy of skinfold measure after adequate practice. From the student perspective, you can teach students to do relevant calculations to figure out their percent body fat, thus integrating mathematics into the physical education curriculum. Second, it is advised that bioelectrical impedance analysis and body mass index be constantly employed to support the inadequacy of skinfold measure. From the student perspective, both methods are simple and fast; in turn, this allows teachers to offer immediate feedbacks to students. From the teacher perspective, the principle of bioelectrical impedance analysis involves physics concepts regarding electrical conductivity as well as biology concepts concerning essential and nonessential fat content. Teachers can, therefore, integrate physics and biology into your physical education classes, so as to strengthen students' knowledge in applied science. In addition, physical educators can use body mass index as an educational tool to educate students about the pressing health problems in our current society which are the increased risks of premature diseases. By understanding the risks, students should learn to take preventive approaches by modifying their lifestyles to avoid the premature occurrence of diseases such as hypertension, diabetes, cancers, and other heart-related problems.

Acknowledgements

The authors would like to thank Kim Reddington, Crystal Arnwine, Leanne Werkmeister, Karen Chou, and Ruth Hahn for their library and clerical assistance. Appreciations extend to Ice Kwok for the valuable inputs, opinions, and feedbacks from her perspective as an experienced physical educator.

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Functional Assessment:
The Next Assessment for the General Physical Education Class?

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Functional Movement Screening™ may be the next assessment tool used in the general physical education classroom. Currently functional assessments are a growing trend in the athletic arena, and are a practical assessment that could be used in a general class. The Functional Movement Screening™ assesses mobility and stability through seven skills. These seven skills look at fundamental movements. "We use the word fundamental because these movements are not simply the foundation for athletic movements, they are the foundation for *human* movement. These movements relate closely to the movements infants and toddlers use to train themselves to move, turn, twist, walk, climb, crawl, and reach" (Cook, Burton, & Fields, 2004).

Cook, Burton, and Fields (2004) recommends seven movements as follows;

*"**The Deep Squat**- used to evaluate bilateral symmetrical mobility of the hips, knees and ankles. A dowel is held above the head to test the bilateral, symmetrical mobility of the shoulders and the thoracic spine (18).*

***Hurdle Step-** evaluates the body's proper stride mechanics during a stepping motion. This activity utilizes coordination and stability in the hips and torso and the stability in a single leg stance. It is used to evaluate bilateral mobility and stability of the hips, knees and ankles (22).*

***In-Line Lunge**- used to evaluate the body's mobility and stability of the hip and ankle, flexibility of the quadriceps and the stability of the knee. This activity places the lower extremity in a scissor-like position which challenges the trunk and extremities to resist rotation to maintain proper alignment (26).*

***Shoulder Mobility-** assesses bilateral shoulder range of motion, combining internal rotation with adduction and extension, and external rotation with abduction and flexion. It also requires normal scapular mobility and thoracic spine extension (30).*

***Active Straight Leg Raise-** assesses active hamstring and gastroc-soleus flexibility while maintaining a stable pelvis and active extension of the opposite leg (34).*

***Trunk Stability Push-Up**- tests the ability to stabilize the spine in an anterior and posterior plane during a closed-chain upper body movement (38).*

***Rotary Stability- evaluates** multi-plane trunk stability during a combined upper and lower extremity motion (42)."*

A raw score of each exercise is awarded to each of the seven tasks. The data is then calculated for a total and interpreted by the teacher. This data can help determine work-out programs, stretches, strengthening exercises, and stability exercises. The results can help with lesson plans, organizing groups, and developing individual work-out goals. The Functional Movement Screening™ website www.functionalmovement.com and the Professional Training Manual, which you receive at any of the offered courses, provide much more information on this assessment tool and additional exercises for those whose score presents any imbalances or weaknesses.

So, is this the next assessment tool for the general physical education class? The Professional Training Manual offers a lot of information, more than what could be included in this article. However, it maybe worth your time to educate yourself on this assessment tool; at the very least it may give your students an objective reason to be active and exercise.

Creative rhymes for jumping rope for children in kindergarten, first, and second grades

By
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Teaching young children to jump rope to a rhythm is challenging. We all know that music is excellent for learning rhythm. However, I also use rhymes to emphasize "keeping a steady beat." Our rhymes at Shamrock Springs are original; no more Cinderella dressed in yellow!

My collection of rhymes that children have written originated in 1998. As a writing challenge to my 4th grade students, they have the opportunity to write rhymes for our younger students. Second grade students have written rhymes as well. Following are rhymes that are in ***Jumping Rope Shamrock Springs Style*** published in 2005.

Simple rhymes for kindergarten:

Soccer, soccer, it's so cool.
Try to make a goal or two.

Basketball, soccer, baseball, too,
All these games are fun for you!

Counting rhymes for grades 1 and 2:

Mrs. Spider dressed in black,
Climbed a tree to eat a bee.
How many minutes did it take?

Michael, Michael, he's so cool,
He likes to ride his bike to school.
How many minutes does it take?

The Pacers beat the Bulls last night!
How many points did it take?

Wes and Philip baked cake.
How many sprinkles did it take?

Jeremy, Jeremy, he's the best!
He is always wearing a vest.
How many buttons does it have?

Hailegh, Haileigh dressed in yellow,
Went downstairs to make some jello.
How many cups did she make?

Dogs, dogs trying to fly!
How many dogs can touch the sky?

A dolphin with a purple tail,
Went to swim and met a whale.
How many years were they friends?

It is fun to substitute in the names of your students in these rhymes.

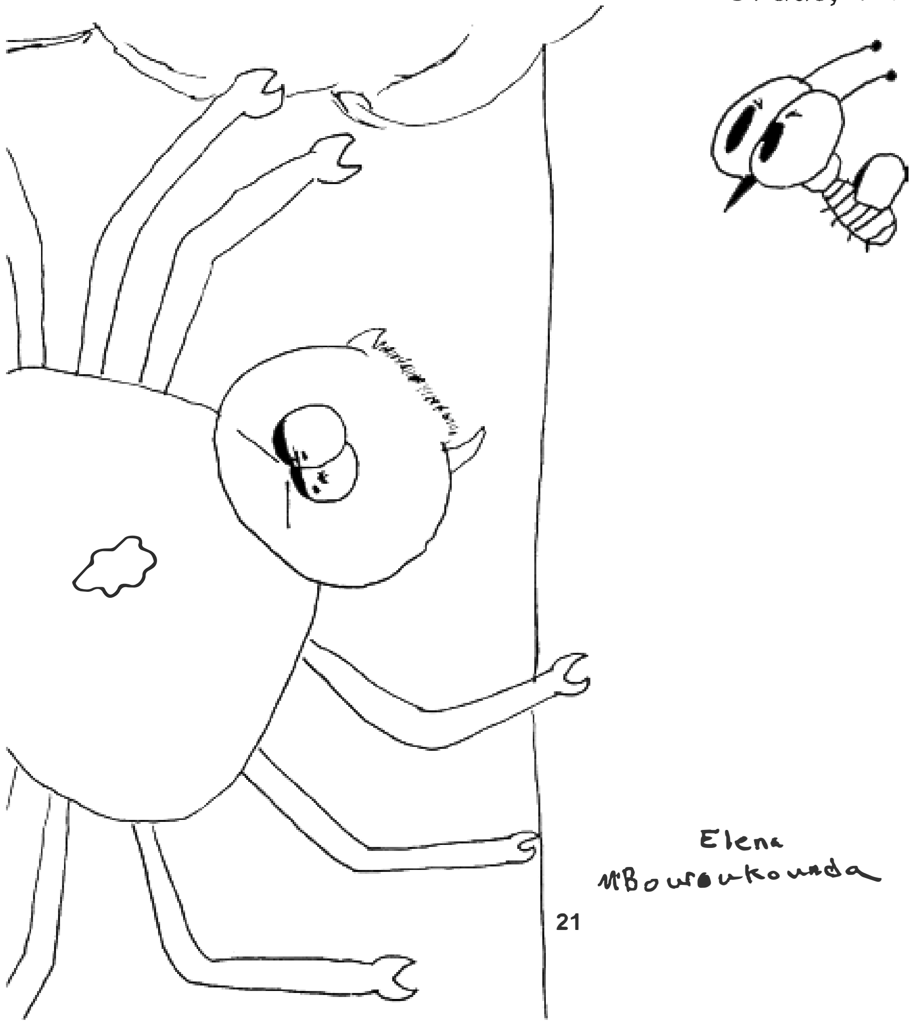
We all say the rhyme and jump together. For the counting rhymes, I instruct the students to set their own goal for jumping the answer to the question. For grade 1, the goal is five to 10 and it is fine to go over ten; those children who have success with rhythm will want to go over 10. For grade 2, the goal is 10 to 20 and most children will want to jump over 20. Everyone is working at their own pace and no one is standing around waiting for others to finish. Each student is successful for reaching his or her personal goal.

To continue incorporating jumping rope throughout the school year, I will use rhymes at one or two stations in a lesson with seven stations. Instead of a station directions saying 'jump rope 20 times', the station will have two rhymes posted for students to jump to. The *Jumping Rope Shamrock Springs Style* book has illustrations by 4th grade students to accompany the rhymes. Using the poster machine, I enlarge the book page with the rhyme to 22 x 28. The illustration is colored, mounted on poster board, and laminated. It is large enough for students to see and jump rope on their own. The following is one illustrated page from our book.

Our school uses the 6+1 Writing Curriculum and the special area teachers are encouraged to incorporate writing into our classes. Rhymes meet the challenge in our physical education classes.

Mrs. Spider dressed in black,
Climbed a tree to eat a bee.
How many minutes did it take?

By 2nd Grade, 1998



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Roving Ropes Reporting

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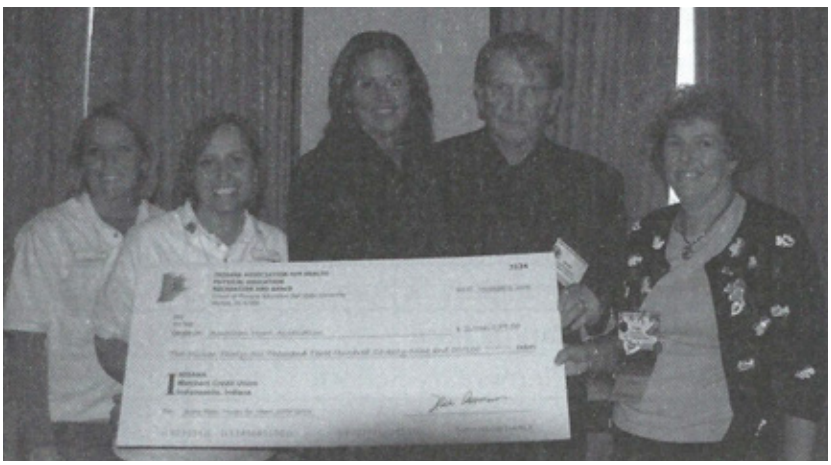
$2,636,379.00



Yes, "$2,636,379.00" is what was raised for the American Heart Association this past school year through the Jump Rope and Hoops for Heart Programs in the state of Indiana. Was your school included in this amount? If not, you need to contact your principal and see if you can hold an event at your school. You know we all have a heart and we need to live health so we can live a long time. I want to live to 70 years of age so I can snow ski for free. That is my goal!! Do you have someone in your family who has had a heart attack or has heart disease? It sure means a lot when it hits home in your own family. Well, our students understand this and they want to help everyone by jumping or shooting hoops to raise money for research, publicity, prizes, and teaching materials for the American Heart Association.

At my school, if a student brings in $100.00, he/she throws a whipped cream pie in my face on field day. I got 59 pies at one school and 10 pies at my other school. 'It was a great goal and my students had a great day and felt proud of the work they accomplished. I met Charles Wood of Moorhead Elementary at the IAHPERD Conference in November and he had a goal for his school of $1,500.00 I think and he ended up being 3rd in the state of Indiana doing a combined event with hoops and jump with a total of $6,909.73. WOW!!!! He said he did the pie thing and it worked great for him and his students.

Did you know if your school raises $1,000.00, you will get your IAHPERD membership free for one year? Did you know if you raise certain amounts of money, your school will receive gift certificates from U.S. GAMES for equipment? You know, all of us physical educators are always looking for ways to receive/earn more equipment for our schools so we can have the best programs for our students.

What if you are in a low-income school that might not raise as much money? Well, Sunni DuVall, YOUTH MARKETING DIRECTOR, can help you with money raising ideas and come out to your school to help you get started. She is a great ENCOURAGER for you and your students. Please contact her today at sduvall@heart.org to get your school signed up for this school year, or be the first to sign up for next year's jump rope or hoops for heart events, or do a combined event.

Also, if you have questions, contact me, dberry@nafcs.k12.in.us jump questions or Elise Studer-Smith ess2@comcast.net hoop questions.

When you attend the IAHAPERD conference, we have presentations about jump and hoops which can give you teaching ideas, etc.

We had a luncheon this past November and a panel with the top coordinators who shared the ideas that worked for them and their schools. There is always one little tip that can help someone. The pie throwing idea I got from a coordinator in Louisville, KY. We recognized

our top coordinators in the state with an award. See the list below; do you know any of these coordinators? Maybe your name and school will be on this list next year. COME AND JOIN US BY BEING A COORDINATOR FOR JUMP ROPE FOR HEART OR HOOPS FOR HEART.

We want our students and their families to live a long time. By helping with this great cause, by raising money for the American Heart Association, it teaches our students, their families, and ourselves about fitness and healthy living. HOW LONG DO YOU WANT TO LIVE?????

Top 20 Indiana Jump Rope for Heart Events

	School	$$ Raised	City	Coordinator Name
1	Geist Elementary School	$25,980.20	Fortville	Rod Sutherlin
2	Hazel Dell Elementary School	$21,459.15	Noblesville	Ray Alvey
3	Harrison Parkway Elementary School	$20,063.23	Fishers	Jill Berry
4	Floyds Knobs Elementary School	$17,766.42	Floyds Knobs	Dale Berry
5	Indian Creek Elementary School	$17,698.88	Indianapolis	Pam Day
6	Watson Elementary School	$14,289.94	Schererville	Jerry Michner
7	Wakarusa Elementary School	$14,254.36	Wakarusa	Missy Foor
8	Sand Creek Elementary School	$13,720.97	Fishers	Angela Hay
9	Bright Elementary School	$13,204.12	Lawrenceburg	Lisa Tyler
10	Maple Grove Elementary School	$12,732.93	Greenwood	Ann Gandolph
11	Demotte Elementary School	$12,502.84	Demotte	Bill Koslovsky
12	Kennedy Elementary School	$12,425.02	South Bend	Sherry Sutton
13	Adams Elementary School	$11,500.09	Indianapolis	Amy Roberts
14	Cardinal Elementary School	$11,403.43	Brownsburg	Paul Trimmel
15	Maple Elementary School	$11,270.08	Avon	Dawn Colley
16	Loogootee Elem. School West	$11,043.94	Loogootee	Rita Divine
17	Pittsboro Elementary School	$10,622.46	Pittsboro	Megan Spoonemore
18	Eastern Pulaski Elementary School	$10,579.80	Winamac	Denise Parcel
19	Kitley Intermediate School	$10,571.45	Indianapolis	Peggy Walker
20	College Wood Elementary School	$10,404.93	Carmel	Kathy Dean

Top 5 Indiana Jump Rope/Hoops for Heart Combo Events

	School	$$ Raised	City	Coordinator Name
1	Holy Family School	$11,283.20	New Albany	Cathy Hines
2	Immanuel Lutheran School	$9,038.61	Seymour	Noelle DeHaven
3	Moorhead Elementary School	$6,909.73	Indianapolis	Charles Woods
4	Monrovia Elementary School	$6,600.01	Monrovia	Gary McCoy
5	Our Lady of Grace	$6,579.14	Noblesville	Saundra Kennison

2006 Indiana Midwest Award Winners












Honor Award 2006

The Honor Award is the highest recognition by IAHPERD to one of its members who is clearly outstanding in his/her profession with distinguished service to health, physical education, recreation, dance, and/or an allied area. Eugenia (Genie) Scott is a professor of physical education and has taught graduate and undergraduate classes for over 35 years at Butler University. In the formative years, Genie coached varsity volleyball at Butler, organized state volleyball tournaments, and taught swimming, lifeguard training, and first aid for the American Red Cross. In fact, she received her 30 year pin for her services to this organization. Genie has a special affinity for athletes with disabilities. She is a national board member for the United States Association for Blind Athletes and has received the prestigious USABA Goal Ball Founder Award for improving competition options for the visually impaired. She is a Level II official for the International Blind Sports Association and has served in many capacities for the UASBA at the local, national, and international levels. Genie has always been generous with her time and talents. She is a Past President of IAHPERD. She has worn many hats in the Association such as Committee Chair for Adapted Physical Education, Chair of the Who Are We? Task Force, Chair of the Strategic Planning Task Force, and has held memberships on committees to numerous to mention. She has presented her ideas on Sport for the Disabled and Goal Ball at local, state, and national meetings. A colleague writes, Her energy and enthusiasm for learning and teaching are always impressive. Never does she see a task too difficult or time too short to do more."

Legacy Award 2006

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

Vernon Houchins has given a lifetime of leadership and professional service to IAHPERD, Vincennes University, and the Vincennes community. He taught physical education, directed intramurals, and coached golf in his early years at Vincennes University. He became Chair of Recreation Leadership, was promoted to Dean of HPER Division and Director of HPER and Athletic Facilities, and, finally, promoted to Dean of Continuing Studies. His advancement within the University is a testament to his work ethic, never say quit attitude, and the confidence the University had in his ability to develop programs and lead others. Vern is a Past President of IAHPERD. He served as Mini-Grants Chair for many years. He was instrumental in revising the Mini-Grants Program, Awards Program, Constitution and By-Laws, Position Descriptions, etc. Vern has been very active in his community. He has been President of the Knox Co. School Board, President of the Knox Co. Parks and Recreation Board, and has held memberships on local and state committees, too many to mention. Vern has been recognized by several groups for his hard work and dedication such as the National Resources IPRA Outstanding Member, Vincennes University Faculty/Alumni Blue and Gold Cord Citation, South Knox School Board Special Education Board Service Award, and Knox County Parks and Recreation Special Recognition for Outstanding Service, etc. Vern has left his mark on the profession, the Association, Vincennes University, and the Vincennes community.

Leadership Award 2006

The Leadership Award recognizes an individual who has demonstrated significant leadership in terms of program development and whose contributions reflect prestige, honor, and dignity to the Association.

Carole DeHaven teaches physical education, supervises student teachers, and elementary methods clinical at Purdue University. She has an impressive array of activities which testify to her leadership abilities. Carole is the IAHPERD Physical Education Program Director-Secondary Level and Chair of North Region 5. Carole has been very active in the Association. She has presented her ideas on fitness, motivation, and medicine ball training at IAHPERD conferences. She has facilitated several workshops in Region 5, conducted Shape Up Indiana and ACES day events, and Jump Rope for Heart events and has been an advocate for physical education at legislative Summits. Her Chair writes, "Carole is a wonderful role model for the students and for professionals throughout the state and country because of her undying commitment to exemplary physical education in our schools."

Pathfinder Award 2006

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

Kim Eiler is an Assistant Professor and Head Women's Basketball coach at Franklin College. Kim has worked to enhance opportunities for girls and women to participate in sport, starting with the 6th grade, when she begged her principal to let girls participate in a school basketball league. She started the Grizzly Grandparents program to create community interest in women's basketball, where the women's basketball team was paired with residents from a local retirement community. Kirn has either assisted or been the head coach of women's college basketball at Manchester, University of Indianapolis, Goshen, and Franklin College. She has been voted Coach of the Year by her peers, earned a berth in the NCAA Division III tournament and won the Heartland Collegiate Athletic Conference championship. A former colleague writes, Kim brings competence to her discipline, professionalism and collegiality to her program and profession. She supports equity in sports and, over the years, has been a strong advocate for opportunities for girls and women in sport."

Young Professional Award 2006

The Young Professional Award recognizes a member who demonstrates outstanding potential in teaching, scholarship and service. The recipient shall demonstrate qualities that indicate he/she will develop into a distinguished member of the profession.

James Kamla is an Assistant Professor at the University of Southern Indiana. He is passionate about teaching, loves working with students in and out of the classroom, and practices what he teaches, physically active on a daily basis. Jim is the Exercise Science and Physical Education (ESPE) Club advisor. He has been solely instrumental in their philanthropic and professional development. USI student attendance and participation in conference activities and community service projects has grown each year under his tutelage. He is active in IAHPERD, presents his ideas at the state conferences, is a member of the Strategic Planning Tasks Force, the Higher Education/Research Council, etc. Jim has also published his ideas on critical thinking and motivation in the Journal and Strategies. His Chair writes, "Jim is a wonderful role model for our students. He lives what he teaches."

Special Contributions 2006

The Special Contributions Award recognizes an individual who is outside of health, physical education, recreation, and dance, but who has contributed significantly to the general purposes of the Association.

Jason Meier is not a teacher; however is very active in IAHPERD. Jason has served on the Sport Program Council and Marketing Task Force. Jason is one of the first corporate sponsors to underwrite expenses for the State Convention and provides resources which reduce costs to IAHPERD and it's membership. Jason has served to rejuvenate the Regional Councils by presenting at several workshops across the state.

Jason provides members with instruction on how to effectively introduce skating as a lifelong physical activity. A friend writes, "Jason is a teacher of teachers, an outside force in IAHPERD. He does not seek the limelight; but, his involvement has caused us to change for the better!"

Teacher of the Year Awards 2006

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

Physical Education Teacher of the Year - Secondary School 2006

Lisa Minier teaches physical education and serves as Department Chair and Fitness/Aquatic Director at Franklin Central High School in Indianapolis.

Her principal writes, "I know of no other professional educator who has a vision and passion for learning as Lisa. Her initiatives include but are not limited to, satisfying the National Standards in physical education/health curricula, implementing a professional learning community within her department, developing an adaptive physical education class for the moderate/severely physically handicapped, and grant writing to supplement resources for her programs. "Lisa works with the Marion Co. Parks and Recreation Department on how to best use common land, serves on the district strategic planning committee, and is active in the NEA/ISTA/Franklin Township Education Association. Lisa is an adjunct instructor at the University of Indianapolis, a licensed volleyball/basketball official, and a Boy Scout leader."

Physical Education Teacher of the Year - Middle School 2006

Tom Stubbeman teaches physical education at Clark-Pleasant Middle School in Whiteland. Tom has developed several programs to meet the changing needs of his middle school students. Most recently, he has developed an individualized fitness program and implemented an after school conditioning program open to all students. Tom has aligned the physical education curriculum with the Indiana Standards, coordinated the National Fitness Walk, and has been awarded an IAHPERD Mini-grant.

Tom writes, "Physical education should be fun, enjoyable, and personal so students will continue to be active outside school." Tom has been very active in IAHPERD serving as the Program Director for Physical Education-Middle School. He also serves on the Nominating Committee, is a member of the Shape Up Indiana Task Force, and Journal Editor/Executive Director Task Force.

Physical Education Teacher of the Year - Elementary School 2006

Roberta Sipe teaches physical education and health at Rosa Parks-Edison Elementary School in Indianapolis. Roberta's lessons are designed specifically to satisfy National Standards and allow students to participate at their personal best. All students have a personal laptop computer; thus, Roberta has incorporated pedometers and Fitnessgram into her program. Roberta has developed "theme-related" activities such as Rosa Parks Olympic Games, Fall Frolic, etc. Rosa is passionate about F.A.D.E (Fighters Against Drugs Everywhere) and sponsors a drug-free club open to 4th and 5th grade students. Roberta has written several grants to purchase specialized equipment and to supplement health curriculum materials. Roberta is a member of the Perry Township Literacy Council and the Perry Township Education Association and one of only ten national health/fitness trainers for the Edison organization. Roberta is active in IAHPERD serving as the Program Director for Physical Education-Elementary School, has chaired the Elementary Physical Education Program Council, has presented at the IAHPERD Conference, and has published an article in the Journal on pedometers.

Health Education Teacher of the Year 2006

Katherine Sue Nalley Schembra teaches health and serves as department chair of physical education and health at Roncalli High School in Indianapolis. She also coaches girls' volleyball at Roncalli. Her principal, a former student, writes, "She has a passion for kids, a passion for the classroom and a passion for sharing with her students the life impacting subject matter of health. I sat in the front row and loved the energy she brought to the classroom and pride she took in her teaching. This unbridled passion I saw as a student in 1975 has not waned a bit!" Kathy uses a variety of methods to keep students engaged ranging from taped episodes of the Oprah show and TV specials on topics relevant to teens. She has developed an extensive library of health resources. She has immersed herself and students in many community service projects especially those related to cancer such as Relay for Life, Riley's Children's Hospital and the Diabetes Foundation. Kathy has volunteered to participate in the gene connection of cancer at the IU Medical School.

Dance Educator of the Year 2006

Susie Stanfield teaches dance and physical education at Fishers Elementary in Fishers, Indiana. Susie incorporates the art for of dance and the National Standards into the physical education curriculum. She uses a variety of methods to teach the art of dance, cooperative learning, communication, and dance such as videos of the River dance. She has established Circle of Friends, a dance group specifically for the disabled. They perform annually for their parents. She has established Rainbow Mountain doggers and she sponsors a Dance Club, which performs two dances at the annual Fishers physical education program. Susie is a member of a professional dance troupe, International Folk Dance. They perform at various international festivals. Susie teaches adult dance lessons locally. She has conducted two dance-athons for Hurricane victims and Riley hospital and raises money for Jump Rope for Heart. Susie writes, "The students know I have a slight disability; yet, respect it when I cannot demonstrate." They say, "You do good fitness for an old person. You teach us fun dances."

Recreation Profession of the Year 2006

The Recreation Professional/Leisure Educator of the Year Award recognizes the work of an individual, who exhibits outstanding and creative leadership in the recreation profession or as an innovative leisure educator at the college/university level.

Seemann Baugh teaches recreation courses and serves as Coordinator of the Coaching minor at Ball State University. Seemann wrote, "My goal is to increase awareness of recreation possibilities, indoor and outdoor, in physical education programs in colleges and K-12 schools."

Seemann has a strong background in swimming and has served BSU, the YMCA, the IHSAA, and the NCAA in many capacities dealing with aquatics during his career; most impressive is his work with the Chicago Olympic Committee to build a pool for Olympics 2008-2012. Seemann has presented his ideas at IAHPERD Conferences on how to integrate recreation into schools. Seemann has been active in the university serving on the Majors Advising Retention Committee and as an advisor for the Scuba and Sailing Clubs. He has also been active in a number of community recreation ventures such as the Westwood Park Mountain bicycle and hiking trail, Rangeline Park mountain bicycle trail, etc.

Outstanding Student 2006

This Award recognizes an undergraduate student who has displayed distinctive leadership and meritorious service to his/her profession.

Nikki Sieracki attends Manchester College where she is majoring in physical education.

She is a member of the SHAPES (Sport, Health, and Physical Education) Club which promotes healthy lifestyles and serves on its executive board. She is a member of the PEP (Physical Education Program), which plans and teaches physical education to home schooled children. She is a member of the Indiana AHPERD Council for Future Professionals. She has attended the Leadership Conference and assisted in developing conference programs for future professionals. Nikki is the team captain of the Spartan Women's Soccer team. She has won conference honors for three consecutive years.

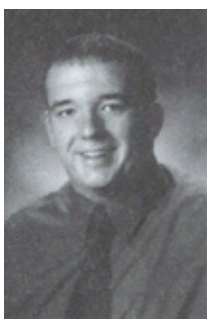
She writes, "I am coaching soccer at Indian Springs Middle School in Columbia City and every day I get the chance to see girls develop not just as players but as people. I believe that as a future physical educator it is important to practice what I preach. If one day I tell children they should be active and eat healthy, then I think I should follow the same rules."

Share Your Copy of the Journal with a Colleague

Jean Lee/Jeff Marvin Collegiate Scholarship Awards 2006

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

Jennifer Finch is from Warsaw and a junior majoring in teaching physical education and health at the University of Southern Indiana in Evansville. Jennifer hopes to teach physical education and coach cross-country, track, and swimming. She aspires to obtain a masters degree in athletic administration. Jennifer runs cross-country and is proud to have been a participant in the Division II National Cross Country meet in California. She is also a member of the ESPE Club. She received the Outstanding Student Achievement Award in Physical Education for academic excellence. Jennifer states, "I have always been passionate about participating in sports and being physically active. I want to encourage my students to be self-motivated, to set goals, and work hard as a foundation for living a successful life."



Caleb Whitted is from Norman and a junior majoring in physical education at Indiana State University. Caleb plans to teach physical education, health and coach football. He plans to obtain a masters in sports administration. Caleb is a member of the Sycamore Psychos Club (Student Pep Club), officiates intramurals, and is a member of IAHPERD. Caleb volunteers for the Boys and Girls Club, the Active Family/Active Child Day, and at the YMCA in Terre Haute. Caleb writes, "Physical education should be fun. I feel that if students enjoy what they are doing in my classroom, they will participate more willingly."

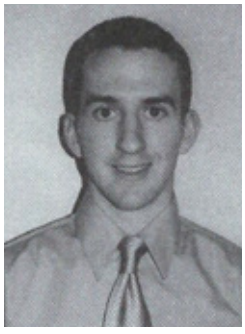
Sarah Lynette Hutson is from Paoli and is a junior majoring in athletic training and physical education at Indiana University. Sarah plan to teach physical education and be an athletic trainer. She hopes to get her masters in health. Sarah is a member of the Kinesiology Club, the Honor College, and Alpha Lambda Delta. She has been on the Dean's List, received the Indiana Athletic Trainers' Association Scholarship, the Nancy Friedman Memorial Scholarship, and AAUW Palmer and Tarbell Scholarship. Sarah writes, "Providing students with the opportunity for quality physical education that is enjoyable for everyone is my goal as a future teacher. I believe as students enjoy themselves and have plenty of opportunity for success, they will look forward to coming to class. That is what I will strive for as a teacher."

Nicole Rene Sieracki is from McHenry and is a junior majoring in Health, Physical Education, and Adapted Physical Education at Manchester College. Nicole plans to teach physical education and coach soccer in Indiana. She hopes to pursue a masters and doctorate in physical education pedagogy. Nicole is a member of the IAHPERD Council of Future Professionals (CFP) Board. She is also a member of the Manchester SHAPE Club. Nicole has played varsity Soccer four years and is the team captain. She received the Hartland Collegiate All-Conference honors for three consecutive years. Nicole writes, "I am glad I chose to teach children physical education! When a student leaves the classroom he/she should want to implement what he/she learns into his/her daily life. It is important for physical educators to give students the knowledge they need in order to develop into a healthy adult."

Nominate a Deserving Colleague for the 2007 Awards

High School Scholarship Awards

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



Kyle Sommers graduated from Caston High School in Fulton, Indiana. Kyle is majoring in sports administration at Purdue University. He hopes to manage a professional sports franchise company. One reference writes, "Over the years, Kyle has "come out of his shell" and become a student with a voice – a voice concerned about all people." Another reference writes, "Kyle combines a tremendous work ethic along with his positive attitude to earn the respect of those around him. One thing that stands out about Kyle is his ability to maintain a humble attitude no matter what situation he is in."

Anna Armstrong graduated from Columbus East High School in Columbus, Indiana. Anna is majoring in Nutrition, Fitness, and Health at Purdue University. Anna hopes to work with both youth and adults and educate them about nutrition and exercise. One reference writes, "Anna is poised and exhibits a desire to learn more in the area of wellness and dietetics. She is dependable, demonstrates respectful character, is mature, responsible, and a classroom leader." A second reference writes, "Anna has a soft spot for helping others who are not as fortunate as she."

Catherine Lyons graduated from Lebanon High School in Lebanon, Indiana. Catherine is majoring in sports marketing/management at Indiana University. Catherine would enjoy working with college or professional teams in advertising, but is keeping her options open. One reference writes, "During the beginning of her high school tenure, she was confident in her approach to learning and never wanted to procrastinate when there was work to be done." A second writes, "Catherine is an outstanding individual, a leader in her school and community, and certain to be successful in college and life."

Laura Miller graduated from West Noble High School in Ligonier, Indiana. Laura is majoring in physical education at Bethel College. Laura would enjoy a career where she could interact with people. One reference writes, "Laura can always be counted on to do what is right and give 110 at all times." A second writes, "She is very coachable, she works extremely hard, never complains, and is the consummate team player.

Remember — No Hoosier Children Left on Their BEHINDS!

Hot Hoops Heatlines

Elise Studer-Smith, Program Director
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Top 20 Indiana Hoops for Heart Events

	School	$$ Raised	City	Coordinator Name
1	Kankakee Valley Intermediate School	$9,123.38	Wheatfield	Char Groet
2	Hayden Elementary School	$8,581.09	Hayden	Jason Gambrel
3	Westchester Intermediate School	$7,656.49	Chesterton	Nicole Wilson
4	Indian Creek Intermediate Sch	$7,287.54	Trafalgar	Sarah Zachery
5	Albion Elementary School	$7,120.82	Albion	Scott Rees
6	Liberty Intermediate School	$7,100.20	Chesterton	Nick Bamber
7	Westfield Intermediate School	$6,891.02	Westfield	Royann Hammes
8	New Augusta Public Academy North	$6,448.65	Indianapolis	Roy Dobbs
9	West Noble Middle School	$6,056.37	Ligonier	Kris Kaericher
10	Battle Ground Middle School	$5,258.17	Battle Ground	Pam Dahanke
11	North Harrison Middle School	$4,732.40	Ramsey	Chuck Walker
12	Bremen Elementary - Middle School	$4,652.94	Bremen	Chris Kuhl
13	Evansville Lutheran School	$4,338.66	Evansville	Kristin Winiger
14	Northwood Elementary School	$4,164.55	Franklin	Dawn Ohns
15	Madison Junior High School	$4,122.44	Madison	John Zehren
16	Lakeland Middle School	$4,075.00	Lagrange	Troy Barker
17	Kyle Elementary School	$4,030.30	Portage	Stefanie Engle
18	Jimtown Intermediate School	$3,978.43	Elkhart	Brent Kulp
19	Sunman-Dearborn Intermediate School	$3,953.00	West Harrison	Elise Stider Smith
20	Franklin Township Middle School	$3,884.81	Indianapolis	Cherie Whitaker

Research Grant Report

Chase Charlie Run, Walk, Roll

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Syracuse University

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2006 IAHPERD Research Grant Recipient

Within society today, people are immersed with all the stresses of daily life including trying to be more productive, meet family or personal demands, obtain a promotion, and achieve financial security. This type of lifestyle often creates an imbalance in a person's life (Travis & Ryan, 1988). Quite often, this imbalance contributes to a lack of physical activity. According to the Center for Disease Control and Prevention, over half of the two million deaths that occur each year in the United States are due to personal health behaviors which include sedentary lifestyles and poor nutrition (U.S. Department of Health and Human Services, 1995). In addition, with the rapidly growing evolution of modern technology spreading the use and availability of computers, internet access, video game systems, cellular phones, and satellite television, a sedentary lifestyle is becoming more eminent. A sedentary lifestyle leads to obesity and obesity has developed into a global epidemic. In fact, the obesity epidemic may be progressing faster than our ability to prevent and treat the disease (Hill, 2001). Recent evidence from the National Health and Nutrition Examination Survey indicates the prevalence of overweight and obesity among U.S. adults is 64.5% and 30.5% respectively (Flegal, Carroll, Ogden, & Johnson, 2002). Furthermore, it has been estimated by year 2008, nearly 39% of the population will be considered obese (Hill, Wyatt, Reed, & Peters, 2003). This is a clear indication the prevalence of obesity will continue to increase steadily over time unless significant measures are taken.

Unfortunately, obesity is not only an issue for adults, but childhood obesity is now an epidemic as well. As kids spend more time in front of the television, computer, and video screens, their physical activity levels have decreased and their body weights have increased. The number of children, who are overweight, has doubled in the last two to three decades; currently, one child in five is overweight (Ogden et al., 2006). The increase is in both children and adolescents and in all age, race, and gender groups (Ogden et al.). Overweight conditions and obesity that begin in childhood may continue into adulthood and increase the risk later in life for heart disease, gallbladder disease, and some types of cancer (USDHHS, 1996).

In society today, including the state of Indiana, choosing healthy behaviors, including physical activity and a low fat diet, are not practiced to the degree that they should be. Recent data ranked Indiana 12th among all states in the United States with 61.3% of adults either overweight or obese (CDC, 2004). A clear relationship exists between physical activity and obesity. Generally, the more physically active the individual, the less likely he/she is to become overweight or obese. According to the United States Department of Health and Human Service Healthy People 2010 report (2000), only 22% of adults engage in moderate physical activity for 30 minutes five or more times a week and nearly 25% of the population is completely sedentary. In addition, only about 33% of young people currently meet the recommended levels of physical activity (CDC, 2006). Lack of physical activity continues to contribute to the high prevalence of overweight individuals and obesity within the United States. In addition to helping control weight, physical activity decreases the risk of dying from coronary heart disease and reduces the risks of developing diabetes, hypertension, or colon cancer (USDHHS, 1996).

Studies have shown that social support from family and friends has been consistently and positively related to regular physical activity (USDHHS, 1996). Therefore, events or programs, which provide friends and/or families the opportunities for physical activity, can be very beneficial in promoting the maintenance of an active lifestyle, both for children and adults.

The program directors set three goals for this project. The first was to provide an opportunity for members of the Muncie community, both children and adults, to participate in physical activity. The second goal was to provide new educational experiences for sport administration students.

The third goal was to offer educational activities and seminars to educate participants on the benefits of physical activity.

As indicated by the rate of inactivity and high prevalence of obesity, there is a clear indication of a need to create more opportunities for both adults and children to become active. Based on this increasing need, Chase Charlie fun run was organized and implemented in an effort to provide an opportunity for members of the Muncie community to become active. Prior to Chase Charlie, the Muncie community did not have an annual event to promote physical activity. Chase Charlie consisted of three events including: 5K run, walk, and roll; one mile children's (Children 13 years old and younger) run; and Kiddie 100 (Children 8 years old and younger). Participants (n = 247) in the 5k event ran, walked, and rolled through the campus of Ball State University. The race finished at the 50 yard line of Ball State University's football stadium. During the event, Charlie Cardinal, Ball State University's official mascot, cheered on, encouraged, and greeted participants throughout the race and at the finish line. Immediately following the 5k event, children 13 and under participated in the Mile Mania. The Mile Mania course utilized the area around the football stadium. The Kiddie 100 was a fun run for children 11 years and under which took place prior to Ball State University's football game on Saturday, November 5, 2005. The start of the race was at the North Goal line and finished at the South Goal line. Participants (n = 52) raced Charlie Cardinal the length of the football field. At the completion of the race, children had an opportunity to have their pictures taken with Charlie Cardinal.

By having each of these events, community members of all ages and abilities could participate in physical activity individually or collaboratively with family and/or friends. As previously mentioned, social support for physical activity is vital for exercise adherence. By families and/or friends exercising together, they can provide the necessary social support for one another to maintain a regular exercise regiment. This is important due to the epidemic of obesity as well as low levels of physical activity both nationally and within our state.

Beyond just the health benefits for individuals within the Muncie community, the second goal of this event was to provide new educational experiences for sport administration students. Chase Charlie provided 50 Ball State University Sport Administration students with a service learning experience through the planning and implementation of this event. Service learning is defined as:

> a method under which students learn and develop through thoughtfully-organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience (AAHE, 1993)

Prior to the initial planning of the event, students were involved in a service learning seminar delivered by Ball State University faculty members. During this seminar, students learned the benefits, expectations, and gained an overall perspective of what service learning entails.

Once the students received background information regarding service learning, they were in charge of the planning, organizing, and implementation of the event. The two faculty members involved in this project served as a resource for the students' needs and questions. Students had the opportunity to be involved with each stage of the planning of this event as well as learn through their actions about social responsibility. The areas of involvement included: meeting with community leaders (Muncie town council and mayor, police department, fire department, and Ball State University officials), designing and maintaining the course, marketing the event, volunteer recruitment, donation solicitation, and budgeting for the event. Due to the increasing competition within the sport administration job market, experience garnered through this event provided students with a competitive edge within the field and has the opportunity to assist them with future employment within the industry. This practical application of event management helped students develop critical thinking skills, as well as an enhanced sense of civic responsibility. Students, who assisted with Chase Charlie, completed a journal throughout the process of this project. Excerpts from students' journals provided the following insightful accounts of their experiences: "I learned through experience and perseverance, comes efficiency, confidence, and productivity." I am now better able to handle and understand the demands of event management in the sport industry." "I enjoyed being involved with the behind the scene activities of an event." "My involvement in this event has helped me with my event management skills." "It was a positive community related event that made me feel good to be a part of."

The third goal was to offer educational information to inform participants about the benefits of physical activity and behavioral strategies of maintaining an active lifestyle. Empirical articles, books, pamphlets, and magazines related to physical activity and healthy lifestyles were gathered to create brochures and handouts for the participants of the event. Each participant received a hospitality bag tailored to meet the cognitive and development needs of each age

group (youth, college students, and adults) involved in this event. Ball State University faculty and students were also available during the event to answer questions pertaining to initiating and maintaining an active lifestyle.

This event fulfilled each of the three goals that were set forth by the project directors. Beyond meeting these goals, there were many personal success stories, ranging from a 6 year old running the 5K with her 75 year old grandfather to a family of five participating with the parents pushing the young children in the strollers. In both of these examples, they were participating for both the chance to spend quality time together as a family as well as utilizing an opportunity to be physically active. The smiles on the participants' faces from the starting line until the time they left also provided feedback to the value of an event such as this one. Overall, it was a very rewarding experience for the project directors, students, and participants. The project directors, students of the Ball State University sport administration program, and event participants are thankful for the support of the Muncie community and Indiana Association for Health, Physical Education, Recreation, and Dance.

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Changing Modalities for a Distance Education Graduate Program: A Case Study

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Abstract

The Health and Safety Occupational Safety Masters program has always been delivered using distance delivery methods, primarily via the IHETS-Satellite system. As of June 30, 2006, that system changed to an IHETS-Interactive system or via Blackboard, or a combination of both. This system is more reliable and user friendly, which enhances students' experiences. The change in delivery system allowed the students to enroll in the program beyond the borders of Indiana: in fact, all border limitations have essentially been eliminated. Students have reported they are better satisfied with the new delivery modalities.

Introduction

On December 29, 1970, President Nixon signed a bill that became known as Public Law 91-596. This law is more commonly known as the Occupational Safety and Health Act (OSHAct). Of the many purposes of the OSHAct, Section 2, paragraph (b)(8) provided for the development and implementation of training programs that provide competent personnel, who will be engaged in the field of occupational safety and health. In response, Indiana State University (ISU) created a baccalaureate program for Safety Management in 1972. The undergraduate program served the needs of Indiana and neighboring states for many years. Continuing education is always needed for professionals, who practice in disciplines with vast breadths of knowledge. That knowledge changes frequently because of codes, regulations, or technology (Fok and Ip, 2006; Greenhalgh and Russel, 2006; Jeter, 2006). Continuing education comes in various forms that range from online questionnaires approved by accreditation bodies (Pierce, 2006) to classes sponsored by a company who brings in educational trainers (e.g., Honeywell Aerospace Landing Systems in South Bend, Indiana bringing in Lion Technology Inc. to conduct a regulatory compliance workshop for the purpose of being USDOT Certified for being a hazardous materials shipper) or when a company sends personnel to a university short course (Alansari and Al-Shehab, 2006) or when professionals enroll in university graduate programs. As a degree granting institution, Indiana State University's Department of Health and Safety felt a masters level program was needed to fulfill the needs of safety professionals and the industries for which they work.

In 1988, the Health and Safety Masters program with a Specialization in Occupational Safety (Occupational Safety Masters) was established. This program has been always available as a distance program and its first class was broadcast during the Fall 1989 semester. Since 1967, the Indiana Higher Education Telecommunication System or IHETS (IHETS 2006) has been available for institutions of higher learning to disseminate educational programming within the borders of Indiana. The delivery system used satellites to broadcast television signals to 331 downlink sites in Indiana, providing one-way video and two-way audio to the remote sites. The broadcasts from ISU came from specially designed classrooms that provided a variety of electronic tools to be available for the instructor. Some of those tools available are:

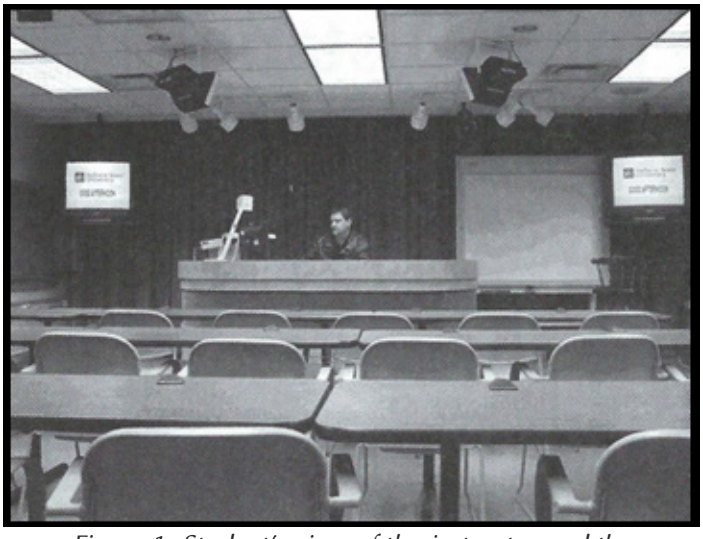

Figure 1. Student's view of the instructor and the presentations using the computer, Elmo®, or other electronic media such as the SMARTBoard® electronic whiteboard to the right of the instructor

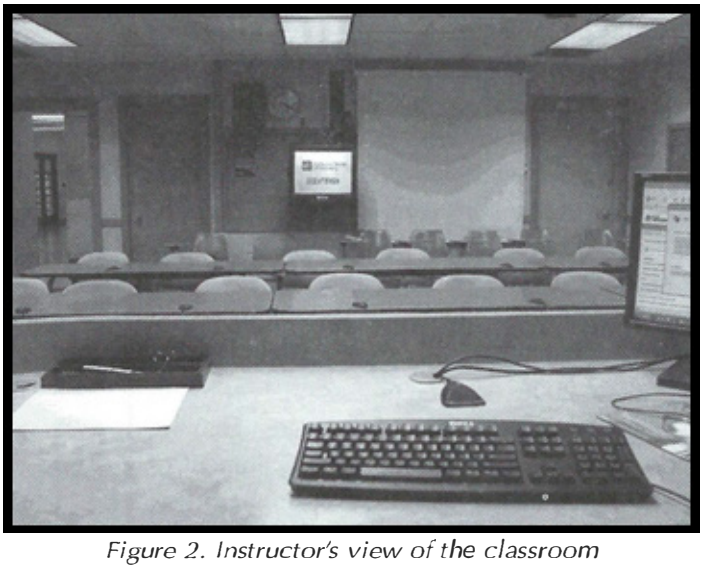

Figure 2. Instructor's view of the classroom

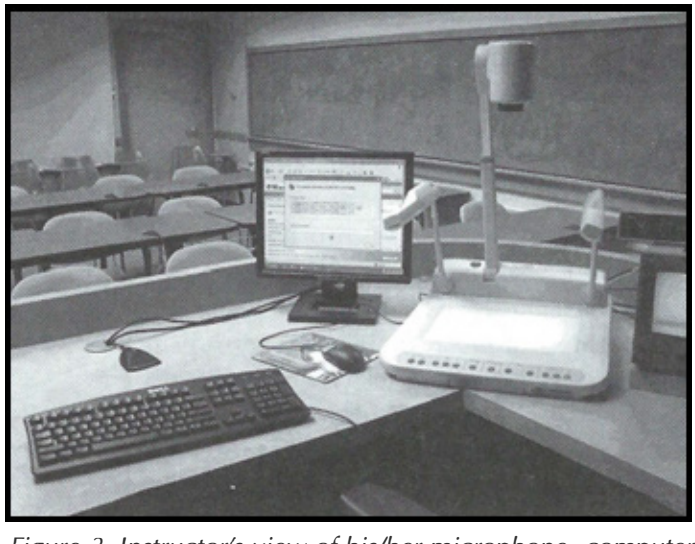

Figure 3. Instructor's view of his/her microphone, computer keyboard, computer LCD monitor, and the Elmo® on the right

- television cameras for the offsite students to see the instructor and other students—if present
- a computer to show electronic slide presentations—usually Microsoft® PowerPoint®—or examples of computer programs
- an overhead projector fitted with a camera—ELMO®—for displaying printed materials or items hand-written by the instructor; a monitor to display a list of site participating in the class
- microphones to allow the offsite students to hear comments made by the instructor and any students present in the classroom studio, and
- a telephone.

Even though each remote site was provided with a special telephone for voice communication back to the classroom studio for all to hear and a regular telephone for calling IHETS personnel to report a problem or to the instructor to have a confidential conversation regarding the class or some other program related issue. The biggest asset to the IHETS multimedia classroom was the use of trained directors, who, in a separate booth, gave the instructor the ability to work the classroom without having to worry about switching views for both the students on- and off-site. For example, the instructor could be using the ELMO® —an electronic document projector, switch to a PowerPoint® presentation, go to a class related website, or show a video. The instructor would, via his/her microphone, ask the director to either make the switch or have the switch arranged prior to class time. With time, directors often became familiar with how instructors worked and would often make the switch without the instructor having to make the request. When a director made the effort to understand how an instructor works in the IHETS classroom, the classroom experience became more natural for those participating.

For many years, utilization of IHETS-Satellite fitted the delivery needs of the program which involved only residents of Indiana or students who were close enough to an Indiana-based site to participate. However, the needs of the safety professionals within Indiana were not unique. Not every state has an institution that prepares students for work as safety professionals and even fewer have masters programs in the discipline. As safety professionals learned about our distance masters program, they started to call our department to inquire about the possibility for enrollment. Our first question to the potential student was, "where were they living?" When they told us they lived outside of the state or at least within easy driving distance to an IHETS-Satellite reception site within Indiana, we had to tell them that they could not participate in our program because of their location. The limitation of having to be within Indiana was very frustrating for both potential students and the faculty, especially when the student was highly qualified.

The New Delivery System

When the system was setup, it was state of the art; but, as the system aged, working with equipment became problematic as components started to fail. Communication from the remote sites to the IHETS classroom became almost unintelligible through the classroom speaker system. To gain good communication to the instructor, often students would call via the telephone and then the instructor would have to repeat the question so the rest of the class could hear. Alternatively, the equipment within the remote sites would fail for the audio out, audio in, video in, or any combination thereof. So, in Spring of 2004, when the Safety Management faculty learned that on June 30, 2006 the IHETS-Satellite delivery system would be replaced by an, at that time, undetermined method utilizing the internet, they were excited. The excitement included having reliable equipment and to be able to extend to Occupational Safety Master's program across the country. Delivery possibilities included the use of video streaming or delivery through pure web courses delivered via Blackboard® and a couple of other possibilities that never came to fruition. As time passed, the faculty was informed that web video streaming would be accomplished using programs such as Adobe® Breeze® as this program could be utilized with updated IHETS multimedia classrooms and together the delivery method become known as IHETS-Interactive. The classroom utilized by the faculty for course delivery was further enhanced by the addition of a SMARTBoard® electronic whiteboard that gave more flexibility than the ELMO® system.

IHETS-Interactive

With any change or update of technology, changes occur that are unexpected. For example, the telephone in the classroom was eliminated with the new setup. With Breeze® and video streaming over the Internet, confidential communication can occur via email after class. Even though there is an integrated instant messaging system within Breeze®, the messages are recorded and can be viewed by all students taking the class during the class meeting time and when the recorded sessions are uploaded to Blackboard®. Uploading to Blackboard® can accommodate those who cannot make scheduled class times. As most of our students are already professionals, they cannot often attend the official meeting times when they live in other time zones. Other communication is accomplished via computer microphones. The quality of voice communications has increased dramatically with the technology updates.

The first classes to utilize the Breeze® software occurred Spring 2006 as an effort for ISU to work out any bugs. Some of these glitches provided information on how the video-streaming system could be used by the faculty and the classroom directors such as going back and forth between a PowerPoint® presentation and a website the instructor wanted to display. At first, with any changes, there were some trying moments; but, experience overcame the obstacles.

With the change in technology, came new possibilities for the program. The first and most obvious possibility was that it would be finally possible to have safety professionals from other states enroll in the program. No longer would the faculty have to turn away highly qualified professionals. Research Design and Data Analysis in Health and Human Performance (HLTH 604) is the first Occupational Safety IHETS-Interactive delivered class to have students outside of Indiana. HLTH 604 is being taught at the time of this writing. Participating students come from locations ranging from Anchorage, Alaska to Jacksonville, Florida' thus, four different times zones are involved.

Blackboard®

Even though Blackboard® can be utilized in the IHETS-Interactive environment, it works well on its own as well. There are plans to deliver most of the program via Blackboard®. Blackboard® is a computer-based, Internet delivered platform for delivering educational materials; thus a networked learning environment (Blackboard, 2004). Blackboard® has the following capabilities:

- manage and share files,
- allows for instructor creativity,
- available everywhere there is an Internet connection, and
- provides for a stable learning environment.

These capabilities provide for an easy to use—for both the instructor and the student—platform that is generally consistent from class to class. Blackboard® has a large set of tools to be used by the instructor and the student. Not all of these tools are applicable for every class; thus, the instructor can hide tools that are not needed or use an alternative tool. For example, assignments can be sent to the instructor by various different methods. The first is via email, both from an external mail client and from within Blackboard®. The second option to deliver assignments to an instructor can be via the "Digital Dropbox", a tool that allows for delivery from many different assignments which could create a difficult situation for the instructor if the student(s) does not name assignments with a convention that would clearly identify the student and the assignment, as everyone's submissions are delivered to the course-wide "Digital Dropbox". The last and best option is via the "Assignment" tool. The "Assignment" tool can be used for only the assignment given. After submission, the assignment can be viewed from the gradebook; thus, each students submission is kept separate from others which keeps course

management very straight forward.

Conclusion

The change in modality from a satellite-based delivery system to an Internet-based delivery system has relieved instructors of teaching with unreliable technology. The change expanded the delivery area to potentially every country; though the Safety Faculty are limiting student enrollment to North America. However, during Summer Session 2006, one of our students was in Switzerland and was able to complete one course from there. Normally, that student takes classes on campus. Students, who have used IHETS-Satellite and the new delivery systems, have been telling faculty that they are very happy with the new systems quality and reliability.

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Attitude Toward Teaching Students with Disabilities in Physical Education

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Reviewed Article

Many professionals believe that students with disabilities should be included in all academic domains of school curricula in their neighborhood schools (Block, 1994; Stainback & Stainback, 1990). A broad range of educational issues encompass the current trend toward this inclusion philosophy. One issue revolves around federal legislation that emphasizes tudents receiving a special education must be educated with their nondisabled peers.

Physical educators are now challenged to offer appropriate pedagogies which address an extent to which students with disabilities participate in physical education instruction. Moreover, teacher attiude can also impact the extent to which these students identify as equal and integral peers of the class, benefiting academically, as well as socially and emotionally from the experience.

Inclusion. According to Public Law (PL) 94-142, the Education of All Handicapped Children Act and the 1997 Amendments, PL 105-17, the Individuals with Disabilities Education Act (IDEA), students with disabilities should be educated in the "least restrictive environment" (LRE). LRE mandates that:

> ...to the maximum extent appropriate, children with disabilities, including children in public and private instututions or other care facilities, be educatied with children without disabilities, and that special classes, separate schooling, or other removal of children with disabilities from regular educational environments occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved (Federal Register, August 23, 1977, p. 42497).

This passage suggests that the LRE for students with disabilities should, whenever possible, be in the same environment in which students without disabilities receive their education. Clearly, the

Teacher Attitude. Since positive attitude forms the foundation for effective teaching of heterogeneous groups of learners in regular classes, researchers have been particularly interested in teachers' opinions about the success of LRE placement options (Tripp & Sherrill, 1991). These attitudes can strengthen or weaken student achievement and behavior. Favorable teacher attitudes are a potent variable in effective teaching and are critical for successfully including students with disabilities in physical education (Jarvis & Trench, 1990; Rizzo & Vispoel, 1991).

The theory of reasoned action, proposed by Fishbein and Ajzen (1975), was applied in this study to describe physical educators' attitudes about teaching in inclusive education settings. This social psychology theory implies that most behaviors are performed for a reason and specifies that two factors influence a person's attitude: personal and social beliefs. These two belief systems are proposed as combined determinants of a person's intention to act or, more formally, the subjective probability that a person will perform a specific behavior.

The personal factor of the reasoned action theory facilitates understanding an individual's attitude toward a specific action; (ie., teaching students with disabilities). The theory also suggests that volitional behavior is influenced by a person's perception of pressures from various social groups (Ajzen & Fishbein, 1980).

The effect of a teacher's gender on attitude toward teaching students with disabilities was examined. Literature on the relationship between gender and attitude is inconsistent. Aloia, Knutson, Minner, and Von Seggern (1980) and Meegan MacPhail (2006) found that, compared to men, women have more favorable attitudes toward teaching students with disabilities. Other studies (Rizzo & Vispoel, 1991 Rizzo & Wright, 1987) revealed no significant gender differences.

The extent to which the attitude of teachers toward students varies according to type of disabling condition was also examined. Researchers reported that physical educators prefer teaching students with learning disabilities over instructing students with orthopedic impairments

(Rizzo, 1984; Rizzo & Wright, 1987). The purpose of the current study was to examine the effect of teacher gender and student disability on the attitude of physical educators toward teaching students with disabilities in regular physical education settings.

Method

Participants

Participants were 82 males and 100 female teachers, who taught regular physical education classes. A complete mailing list of all secondary schools (A/^288) was obtained from the school directory provided by the Indiana State Department of Education. Schools (N=95) were selected based on the following criteria: grade levels (i.e., 6-8), geographic location within the various regions served by the Special Education Cooperatives, and the physical education instruction for students with disabilities that was available in a regular education setting. Each principal selected two of the school's physical education teachers (one male, one female) to participate. Physical education teachers from 61 of the junior high schools that were contacted participated in this statewide study.

Instrumentation

The Physical Educators' Attitude Toward Teaching Individuals with Disabilities (PEATID-III), the third revision of the survey (Rizzo, 1993), provided items to determine teacher attitude. Six items expressed positive beliefs and six indicated negative ones. The PEATID-III purportedly measures physical education teachers' attitudes toward teaching students with disabilities in regular physical education classes. Each statement had an embedded blank, such as, "Students with _____ will learn more rapidly if they are ta ght in my re ular physical education class with nondisabled students" and "Students with _____ in my regular physical education class with nondisabled students will disrupt the harmony of the class." Under each statement, three conditions—emotional disturbance, learning disabil ity, and mental retardation— were presented along with a 5-point Likert scale. Respondents were instructed to mentally insert the appropriate disabil ity label in the blank when responding to each test item.

Scores varied from 1 (strong disagreement) to 5 (strong agreement) on the six items with positive beliefs. Scoring was reversed for the other six. Attitudinal mean scores were based on the sum of item scores divided by the number of items so that they could be interpreted with reference to the original 5-point Likert scale. For example, the score for a participant's responses to attitudinal statements totaled 169. This score was divided by 36 (i.e., total number of statements), thus providing mean score of 4.69. Higher scores (3-5) indicated a positive, more favorable response to the attitudinal statements. Overall mean values, rather than those for individual items, were used in statistical analysis. In reasoned action theory, the sum total of a person's belief is used to approximate attitude toward teaching students with disabilities—a holistic rather than individual assessment profile (Fishbein & Ajzen, 1975).

Original PEATID validity was established by a panel of six nationally prominent researchers with expertise in educational programs for teaching students with disabilities (Rizzo, 1984) The panel concluded that the survey had sufficient face validity because it adequately sampled teachers' attitudes toward teaching students with disabilities in regular physical education classes. Subsequent research established construct validity via factor analysis (Rizzo, 1988). PEATID-II was revised in the early 1990s to reflect nomenclature consistent with current U.S. law and professional practice. PEATID-III was identical to PEATID-II except for terminology. Original PEATID reliability was reported by Rizzo (1984) as an alpha coefficient of .97 which revealed very small error variance due to fatigue, fluctuating attention, familiarity with the items, and practice.

An additional part of the questionnaire requested demographic information about gender, age, years of teaching, experience, present position, highest, degree earned, extracurricular responsibilities, professional memberships, specialized training, experience teaching students with disabilities, and perceived competence for teaching these individuals.

Procedure

Research packages were developed to collect data from physical education teachers, who taught at the junior high school level. Research packages contained introductory letters explaining the purpose and importance of the study, letters of support from the Indiana State Department of Education, return postcard for principals to indicate their willingness to participate in the study, procedures for completing the instrument along with two copies of each, and two self-addressed stamped envelopes for returning questionnaires.

Research packages were distributed by mail to principals of 195 junior high schools. Each principal was asked to select two teachers (one male, one female) from the school, who taught physical education classes that included students with disabilities. If principals elected to have their physical education teachers participate in the study, they wrote the selected respondents' names and school address on the postcard and returned it to the researcher.

The selected teachers were then asked to complete and return the questionnaires. Approximately 3 weeks after the initial distribution, a follow-up reminder postcard was mailed to participants and school principals. Responses were collected for an additional 3-week period after which

data collection ceased. The return rate was 61 with 120 schools represented.

Design and Analysis

A computerized database listing the variables for each item was developed with a code for each response option. Once instruments were received, responses were entered in the database. A research colleague validated the entries, correcting entry errors and reexamining responses that necessitated coder judgment. Initial agreement was reached on over 99 of responses.

The Statistical Package for the Social Sciences computer program was used. Scores were checked for univariate outliers and skewness problems. After establishing that the data met normalcy assumptions, a two-way analysis of variance was applied. Teacher attitude constituted the dependent variable and teacher gender and student type the independent ones.

Results

Description of the Participants

Research packages that contained the questionnaire instrument were mailed to the principals of all junior high schools in Indiana located within the various regions served by the Special Education Cooperatives. Of the 195 distributed, 101 principals initially returned their postcards expressing willingness for their schools to participate in the statewide study. To enhance the return rate, those principals, who did not respond to the first request, were sent a follow-up mailing encouraging their participation. An additional 19 principals responded for a total response rate of 120 (61) schools participating.

A male and female physical educator from each of the 120 participating schools were provided with a questionnaire by their principal. Of the 240 physical educators, 151 promptly returned the data to the researcher in the postage free envelope. Those teachers who did not respond were sent a follow-up postcard asking them, again, to complete and return their questionnaires. An additional 31 questionnaires were returned for a response rate of 182 (76) physical educators in the sample. Due to financial and time limitations, no further follow-up mailings occurred.

Table 1 contains demographic data of the 182 physical educators in the study. One hundred (55%) were female and 82 (45%) were male with approximately half (46%) of the participants reporting being between 41 and 50 years of age. Forty (22%) respondents indicated they had taught students physical education between 16 and 20 years. Most (78%) respondents reported that they had completed a Masters degree. The physical educators also reported that they currently teach students in grades 6 (74%), 7 (89%), and 8 (92%), with less than 5 indicating that they also teach students in other grades. Seventy-nine percent (n = 143) of the respondents had extracurricular responsibilities as part of their daily schedules. Approximately 68% (n = 122) of the physical educators reported coaching at least one athletic team while 24% (n = 44) were involved in other school related activities such as a sponsor of various student groups/clubs (15), intramurals (10), athletic director (9), or physical education department leader (7).

Table 1

Classification of Participants by Gender, Age, and Teaching Experiences

Condition		n	%
Gender			
	Male	82	45
	Female	100	55
Age			
	21-30 years	18	10
	31-40 years	52	28
	41-50 years	82	46
	51-60 years	27	15
	60+years	1	<1
Teaching Experience			
	5 or less years	25	14
	6-10 years	31	17
	11-15 years	29	16
	16-20 years	40	22
	21-25 years	30	16
	26 or more years	26	14

Table 2 includes the portion of the questionnaire related to experience with individuals with disabilities. Most (n = 176) respondents indicated that they teach students with disabilities in their regular physical education classes. Students with learning disabilities (97%) were taught most frequently in regular physical education followed by students with an emotional disturbance (91%), or mental retardation (79%). A smaller percentage of students with orthopedic impairments (19%) were also provided physical education instruction in the regular education setting. When asked how competent they felt teaching students with disabilities, 135 (73%) reported feeling "somewhat competent", 26 (14%) indicated "not at all", and 22 (12%) responded "very competent".

The majority (61) of the participants had completed at least one adapted physical education course during their undergraduate preparation; 25 of the respondents indicated they also took additional coursework at the graduate level. However, most (81) of the teachers reported not having taken any special education coursework. Less than 1 (n = 5) of the respondents reported that they had earned an adapted physical education teaching license. In addition,

Table 2			
Classification of Participants by Professional Experience with Individuals with Disabilities			
Condition		n	%
Type of Students with Disabilities[a]			
	Emotional Disturbance	165	91
	Learning Disability	176	97
	Mental Retardation	144	79
	Orthopedic Impairment	34	19
Perceived Competence			
	Not Competent	26	14
	Somewhat Competent	135	73
	Very Competent	22	12
Adapted Physical Education Courses			
	Undergraduate	111	61
	Graduate	46	25
Professional Membership			
	Indiana AHPERD	61	33
	AAHPERD	30	16
[a]more than one response possible.			

only 33% (n = 61) of the respondents reported being amember of the Indiana Association for Health, Physical Education, Recreation, and Dance.

Teacher Attitude

Data was collected through administration of the Physical Educators' Attitude Toward Teaching Individuals with Disabilities survey, (PEATID-III; Rizzo, 1993). Possible scores on the PEATID-III varied from 1 (strong disagreement) to 3 (undecided) to 5 (strong agreement). A higher score reflected a more positive attitude toward teaching students with disabilities in a regular physical education setting and a lower score reflected a more negative, less favorable attitude. Means for teacher attitude toward students with disabilities in inclusionary settings were computed. Table 3 includes the overall mean value for the 12 statements that were used as the attitude score for analysis. The attitude mean for the male group was 2 .69 and mean for the /female group was 2.70.

Table 3									
Descriptive Data for Attitudinal Scores by Disability of Student and Gender of Teacher									
		Disabling Condition[a]							
		ED		LD		MR		Overall	
Gender	n	M	SD	M	SD	M	SD	M	SD
Male	82	2.75	.80	3.07	.70	2.24	.72	2.69	.62
Female	100	2.74	.82	3.11	.75	2.26	.77	2.70	.66
Overall	182	2.75	.81	3.09	.73	2.25	.75	2.70	.64
Note. The higher score (maximum=5.00) reflects a more positive attitude toward teaching students with disabilities. [a]Emotional Disturbance (ED), Learning Disability (LD), Mental Retardation (MR).									

Discussion

The purpose of the study was to examine the effect of teacher gender and student disability on the attitude of physical educators toward teaching students with disabilities in regular education settings. A significant change in the implementation of physical education instruction for students with disabilities in Indiana is the learning environment in which the curriculum takes place. The current trend toward inclusion mirrors federal laws that mandate individuals with disabilities be taught along with their peers without disabilities in the least restrictive educational environment. Favorable attitude of teachers is a potent factor in effective instruction and has been determined to be critical for successful inclusion of students with disabilities in physical education (Jarvis & French, 1990; Rizzo & Vispoel, 1991).

One of the variables used to explain differences in teacher attitude was gender of teacher. According to Fishbein and Ajzen's (1975) Reasoned Action theory, variations in an observed behavior may be due to differences in attitude between males and females or differences in the perceptions of influence from social groups. The result of. The study indicated no significant difference between male and female physical educators in relation to attitude toward teaching students with disabilities in regular education settings. This unexpected finding was also evidenced in other studies (Rizzo & Vispoel, 1991; Rizzo & Wright, 1987); but conflicting results have been reported indicating female teachers possessed a more favorable attitude (Aloia et al., 1980; Meegan & MacPhail, 2006). A possible explanation for this change in gender difference over the years could involve the increased emphasis being placed on women's athletics today. In the past, without the adding pressures of coaching, perhaps female physical educators were more involved in teaching and took the necessary time to plan for effective instruction to meet the variety of student needs.

The other variable used in the study to explain teacher attitude was type of disability of students. The results indicated that the attitude of physical educators toward students with learning disabilities (M = -3.09) were more favorable than the attitude toward students with emotional disturbances (M = 2.75) or mental retardation (M = 2.25). The physical educators in this study may have perceived students with learning disabilities as more closely resembling their other students without disabilities in terms of physical ability thereby explaining their more favorable attitudes about teaching such students in regular classes. This

supports research findings (Block & Rizzo, 1995; Rizzo & Vispoel, 1991) which indicated that the type of disability may make a difference in teacher attitude.

The preference may also be explained by the recommended standards of physical education in the public schools. The primary focus is on physical and motor fitness and the acquisition of fundamental motor skills in a wide variety of aquatic, dance, and individual and group games and sports. Perhaps, these teachers perceived the objectives of regular classes as placing too much demand on students with disabilities thereby explaining the differences in their attitudes toward these students included in their classes. Based on the findings, it can be concluded that physical educators have a negative, less favorable attitudes toward teaching students with disabilities in regular education settings. There are more similarities than differences between male and female teachers in their attitude and physical educators prefer to teach students with mild disabilities (learning disabilities) rather than students with mental retardation or emotional disturbances. The results provide evidence that there is a need for specific inservice training to promote positive attitudes among physical educators toward teaching their students with disabilities.

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DANCE LESSON PLAN for Physical Education teachers

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National Dance Content Standards: 1,2,3,4,7

THEME: You too CAN teach a dance unit in Physical Education!!!

OBJECTIVES:

- Practice the skills of cooperation, compromise, and respect for the creativity of others through collaboration.
- Identify the dance performing qualities of basic gross locomotor movements.
- Demonstrate the extension of movement beyond the body with the use of specific props.
- Create a performance piece that Physical Educators can comfortably use to display dance and fitness aspects.

GRADE: Upper elementary, middle and high school

Length: 1-2 hours (can be done over a 3-5 day period depending on the time of each session).

VOCABULARY: Walk, march, rock, chug, pivot, step touch, grapevines, gallops, kick, leaps, run, slides, skip, hop, jump, turns.

FORMATIONS: Symmetry versus asymmetry, "V", diagonals, bowling pins, lines, columns, clumps, clusters, tableau

Levels: High, medium, and low

MUSIC SELECTIONS: Bold Olympic sounding music, circus music, Circ Du Soleil theme, or animal theme. Use the local library to find music that will be long enough to allow all pieces of equipment to be used.

Equipment: Hoola hoops, rubber balls (size of a volleyball), juggling scarves, wands with ribbons, larger colored cloths, embroidery hoops with colored ribbons. (Rhythmic gymnastics)

***DEVELOPMENT*:**

Warm-ups-This section should include exploring the body from head to toe and the range of motion that each body part can express, i.e, the head looks up and down, side to side and rotates, in a circle. The shoulders roll, shrug, and pop. The chest expands and contracts. The pelvis bumps side to side, forward and back, and in circles. The knees pop forward and back and bend. The ankles roll and the heels lift up and down. You can use your own way of warming the body; but, always make sure that the music is fun and engaging. Students need to become comfortable with moving in their own space. This can also include exploring the different levels.

LOCOMOTOR: Across the floor work allows the student to start using the steps listed in the vocabulary to move their bodies through space. Example: march high, march low, march to your partner, (or group). Skip forward 8 beats and backward 4 beats and around yourself in 4 beats. Jump like a kangaroo, hop like a bunny, leap like a frog. Use your imagination and age appropriate cues to get students moving.

INTRODUCTION OF EQUIPMENT

Proper use of the equipment (safety) should be covered but not to the detriment of the creative mind of the student. Divide the students into groups and have them draw out of a hat the piece of equipment that will be used by their group.

Introduce the music to the students and establish the meter of the dance by walking, marching, skipping, etc. Establish the amount of time that they will have each day to work on their choreography and the number of beats that each group will be allowed. Time the music and then divide the time by the props you have available and then give each group that amount of time. Time can also be allowed at the end of the music for all groups to reassemble for a final set of movements (grande finale)

Examples of formations will help the students think about space and level. Use one of the groups to form a bowling pin shape and emphasize the interest of seeing different shapes formed by the group. Have the same group move from a bowling pin formation to a diagonal line. Visual examples help the visual learners.

Closure/Discussion: Allow a few minutes at the end of each class to do a "choreography sharing". After each group shares, there should be applause from the others as encouragement. A constructive suggestion from the teacher builds the confidence of the students. Respect for the performers and their choreography is part of teaching the students proper audience etiquette and good sportsmanship.

Final Product: The finished product should be videotaped for the students to see and critique. This is an excellent finished product that can be used for all-school assemblies, PTO meetings, or community exposure on what is going on inside your classroom that is helping our children become fit with the arts!

Diagnosing Student Misconceptions in Physical Education

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Reviewed Article

ABSTRACT

Student understanding of the concepts being taught in physical education class is becoming more important. For example, do all students understand stepping forward on the opposite foot when throwing a baseball? Little is known about the types of knowledge and the conceptions students develop. Even less is known about the student's misconceptions. It is important for physical education teachers to be able to diagnose student understanding that may be incorrect or errant. This article explores the meaning of student misconceptions and provides ideas for diagnosis.

Julie, a confident young student teacher, stands before her fourth graders demonstrating the proper technique for gripping a ball bat as I stand to one side observing. She explains, "Both hands, one above the other, grip the handle of the bat. Be sure that your favorite hand—the one you use to write and color and throw—is on the top, farthest from the handle." She next divides the class into groups of three to practice striking from a peer's pitch. One tow-headed nine year old grips the bat incorrectly, his dominant right hand closer to the bat handle. Julie helps him correctly shift his right hand away from the end and place his left hand below his right. He easily swings the bat and hits the pitched ball. "See how well that works?" She grins and moves on to monitor other children. After she leaves the area, however, the boy immediately switches his hands on the bat to his original position, preferring his inaccurate grip to one the student teacher wants him to use. Curious about his intention, I step over to him and ask why he chooses his way instead. "I can do it better this way," he assured me. Instead of taking the advice offered as helpful guidance, the youth returns to the approach that has served him successfully. The misconception that his initial method is preferable stems from repeated positive occurrences that lead to his belief that what he was doing was right.

Misconceptions are students' beliefs or understandings different from those maintained by the teacher, who is informed by experts (Clement, 1993; Lumpe & Staver, 1995; Odom, 1995, Sanger & Greenbowe, 1997; Schmidt, 1997). Research in physical education has rarely emerged. Placek, Griffin, Dodds, & Briand (1998) studied the conceptions fifth graders maintained about the game of soccer. The common problem of players crowding close to the ball at this developmental level was the focus of the study. Students were interviewed to determine understanding of crowding around the ball. In addition, students offered ideas to correct this issue. The researchers found that students held faulty beliefs about the game of soccer.

In a subsequent study conducted with the same students. Griffin, Dodds, Placek and Tremino (2001) studied the understanding students held about basic tactics in the game of soccer. Students were interviewed about common tactical problems and asked to offer solutions for these problems. Investigators were able to develop an indepth rubric to classify student solutions and justifications for these common issues in soccer tactics. In part, authors found that student solutions for each problem varied.

Although research in physical education has rarely emerged, science education research has identified specific misconception characteristics. Misconceptions consist of strongly held beliefs (Harrison, Grayson, & Treagust, 1999; Huddle & Pillay, 1996; Lumpe & Staver, 1995; Rye, Rubba, & Wiesenmayer, 1997). Errors and mistakes differ in that the use of corrective information to change response or behavior is evidence of the student's having merely made a mistake. If the child alters her or his grip due to his new awareness of correct form, she or he recognizes the earlier mechanics as a

mistake. Errors are easily corrected because the student understands the concept and desires to correct her or himself. Nonetheless, a student may conceptualize the accurate performance of a skill yet experience difficulty with execution. However, misconceptions differ in that they are beliefs and conceptualizations that are not readily corrected.

When educators wish to introduce new facts or ideas, they often make reference to previous lessons to provide a transition. Such scaffolding provides a toehold before the learner is expected to embrace new awareness. For instance, if Jack, a ten-year-old, has played soccer for the city's recreation league since he was five, he has likely already developed an awareness of his responsibilities as a forward. He knows, for instance, that he can progress the ball down the field by dribbling and passing, but cannot be caught between the last defender and the goal unless he has possession of the ball, or he will be called offsides. The learning he has done empowers him to competently play on the league; however, because the coaches he has had have all been well meaning parents without personal soccer experience, he has not been afforded specific instructions on effective kicking techniques. As Wayne, the physical educator, explains the proper kick for passing a ball to a moving partner. Jack watches the demonstration, noting what is similar between the kick he is watching and what is familiar to him. Because he wants to improve his game, however, he then concentrates on the variety of kicks more specific to various game demands than the limited kicking form he has been repeating.

Not all attempts to institute change in procedures are as successful, however. Often a student does not recognize that his or her conceptions are inaccurate, contributing to the difficulty of modification. Crockett (2004) asserts that children "usually form their own ideas, which become their beliefs, on the basis of their experiences." Once ideas are entrenched as beliefs, more than the informational level is affected and thus the believer resists change, because she or he tends not to believe something is incorrect or untrue that has been embraced over time. Misconceptions take time to develop much like conceptual understanding. A student typically acquires information and makes personal sense of it. Over time and without further information, the inaccurate understanding grows hard to uproot.

Unfortunately the process of diagnosing misconceptions is a difficult one. Facing new mechanics in an already incorrectly learned motor skill may challenge a number of students' personal meanings and thus baffle a well meaning educator. Because teachers are not privy to students' thinking, they may receive indicators of student attention, such as nodding or answering yes to a question, but remain unaware that whether individuals interpreted the information in a personally meaningful way. In addition, misconceptions are individualized and mean different things for different people. Two people will not likely hold the same misconception, given their differing previous knowledge. This poses additional challenges for the teacher, who is often attempting to cover specific skills with a horde of learners in a brief timeframe.

Types of Misconceptions

Knowledge emerges in various forms, the first of which is declarative, including facts, such as rules, dates, terminology, and fouls. Students can report, for example, that four balls means the batter is allowed to walk to first base or that a perfect score on a balance beam routine is a 10. When a student has a long held misconception of the facts, such as that a tennis ball landing on the line is out, it may be challenging but possible to convince her or him that, in fact, the ball is in.

Procedural knowledge, however, often poses more difficulty to correct. When a student has misconceptions regarding how to perform a skill or movement, his or her beliefs about the action are involved. If a child has learned from her father to pull the golf club through too quickly on her swing and this is leading to the erratic outcome of her drives, it may be more difficult to correct what has become a matter of course in her play. In a previous investigation of a hockey unit, one-fifth grade student misconceived the way to properly grasp the hockey stick (Hare & Graber, 2000). After observing the teacher's instruction and demonstration, the child inaccurately held the hockey stick during the lesson. Throughout the lesson and unit, the student maintained a grip whereby her palms were always facing the ground and both hands were always positioned on top of the hockey stick. In brief, investigators found that students developed misconceptions about how to execute motor skills and perform instructional tasks. Thus, procedural misconceptions may be evidenced in one component of a skill that precludes successful execution.

Situational knowledge represents information for a specific context. For example, knowing the responsibilities for soccer positions in a five-versus-five invasion game would be classified as situational knowledge. Misconceptions emerging in this context may consist of difficult concepts such as transitioning quickly between offense and defense or knowing when to pass instead of shoot. Movement concepts such as force, effort, and space relationships provide variable contexts for learning. Thus, it is easy for students' misconceptions to develop without notice by instructors or coaches from other contexts. The discerning physical educator may be able to correct such errors in practice.

Diagnosing Misconceptions

Clearly the time to decipher misconceptions is

when students are young and newly shaping procedural awareness. However, when the information is discordant with existing understanding, the learner may dismiss the information or conceptualize it in isolation. Thus, teachers must be aware of the rare student who intentionally reverts to incorrect procedures rooted in previous experience. If the teacher explains why the processes that may have proven successful in the past may lose effectiveness as more refined movements are required, the student may be more receptive to practice until success is recognized with the new procedure. Students need time to develop their conceptions (Harrison, Grayson, & Treagust, 1999; Heyworth, 1999; Huddle & Pillay, 1996; Odom, 1995). Thus, they also require time to correct misconceptions.

Changing students' beliefs regarding correct procedures demands additional instructor time. Crockett (2004, p. 34) insists that "[e]ducators and other adults play an important role in helping students identify their ideas, reflect on evidence that supports or refutes their ideas, and understand what their ideas actually mean." Following through with supervised practice may be all that is required to correct the error. However, with a gymnasium or blacktop crowded with students, it is impossible to devote the kind of private lesson needed. Thus, merely the physical proximity of the teacher may spark the student's efforts toward practicing a new method. Perhaps having the student demonstrate the corrected procedure for the rest of the class will also add motivation. Likewise, the following guidelines may prove helpful once a problem is identified:

- Establish awareness of the student's previous knowledge
- Be specific as to what you want the learners to know and be able to do
- Monitor student practice to make sure the problem is not repeated

Incorrect execution is not efficient as the learner faces more complex demands, whereas clearly the proper skill execution will facilitate improved performance. Diagnosing that a misconception has indeed developed over time and is resistant to modification, discussing the misconception with the learner, and actively supervising and monitoring practice to ensure that use of the correct procedure is in process are vital factors toward affecting change.

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Reviewed Article

Dying for Proper Supervision in Physical Education

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Introduction

Everyday thousands of parents happily send their children to school with the intention of acquiring an education. During the year, parents and guardians entrust and relinquish their supervisory duties of their offspring to the school district and its if employees. Sometimes things go a foul and their children are harmed while in the care of the school district. Today, it appears that parents and guardians routinely seek compensation through the courts for such conduct. This scenario underscores the set of circumstances of two recently deceased high school students. One student attended 1 school in New Mexico and the other in Louisiana. The general purpose of this paper is to discuss the claims, facts, legal issues, findings, and reasoning of the courts extracted from two separate court cases that spotlighted deaths spawned in physical education classes. The paper will conclude with strategic measures designed to reduce deaths in physical education classrooms and subsequent litigation.

Plaintiffs Claims

The conception for this paper reflects the recent court proceedings in Upton v. Clovis Municipal School District (2005) and James v. Jackson (2005). In Upton, the plaintiffs were the parents of Sarah Upton, a student who died shortly after participating in a physical education class. They took negligence action against the Clovis Municipal School District, in Clovis, New Mexico, claiming in part that the district failed to properly supervise the physical education class where their daughter died and that the district and their agents (administration and teacher) acted indifferently to the medical needs of Sarah. In the James case, Juanita James, the mother of the decedent brought wrongful death action against the employees of the school district, Fredrick Douglass Senior High School, Orleans Parish School Board, and two insurance companies. Ms. James also claimed that the district and their employees failed to properly supervise the activity that her son, Darrell, was participating in when he expired. The facts of the case provide a clear understanding of the conduct of the defendants in both cases.

Facts of the Cases

Case 1. In New Mexico, a 14-year-old asthmatic, Sarah Upton, was enrolled in a high school physical education class. Prior to the beginning of the class, Sarah's parents notified the regular physical education teacher about the medical condition of their asthmatic daughter and specifically informed him that exercise could initiate a threatening asthmatic attack. The parents and the teacher agreed that Sarah would only engage in exercise she could perform comfortably, and she could rest when necessary at her discretion. On the day of the tragedy, a substitute physical education teacher conducted the class. At the beginning of the class, the students engaged in a warm up activity by running laps in the gym. Sarah ran about the half the laps and walked the rest of them. Next, she participated in basketball drill in which two students retrieved a basketball from the center of the court and then ran to opposite ends to see which one could make a basket first. After completing two cycles of that drill, Sarah asked the substitute teacher for permission to stop and gather her breath. Where upon the substitute teacher denied her permission to stop and rest and advised her to continue the activity.

Shortly after the physical education class was over, she used her special asthmatic inhaler while she walked to the dressing room. Then Sarah went to her next class, a science class, where she collapsed and later died.

Case 2. During a high-school physical education class in Louisiana, Darrell Jackson, a 16-year-old student weighing 327 pounds, collapsed and reportedly died of a heat stroke shortly thereafter. On the day of the calamity, an art teacher conducted the regular physical education class. The scheduled activity for that class period was basketball. Instead of supervising the students and watching them perform, the art teacher decided to participate with the students. The environmental conditions

for participation in basketball that day were less then ideal. The decedent, Darrel Jackson, took part in a basketball game that was harbored in a poorly ventilated gymnasium where the temperature approached ninety degrees. Once the activity started, approximately 20 minutes passed before the substitute art teacher allowed any rest or water breaks. It was at this time Darrell complained of headaches. He then went into a seizure and later died.

Legal Issues

Each case was adjudicated on similar legal issues. The legal issues before the Upton Court were related to the afforded protection that a New Mexico tort claims act provided the Clovis Municipal School District and their employee immunity for damages resulting from bodily injury caused by negligence of public employees in operation or maintenance of public facilities (New Mexico Statutes Annotated, 1978). The legal issues argued in James were: (1) the abuse of discretion that was used by the judge in the trial court while allowing expert testimony of two witnesses; (2) the failure of the plaintiff to prove that the board or its employees breached any duty owed to the decedent; and (3) the failure of the plaintiff to prove that the conduct of the board or its employees approximated the cause of the death.

Findings of the Court

The New Mexico trial court (Upton v. Clovis Municipal School District) granted the school district's motion for a summary judgment. The trial judge concluded that reasonable people (meaning the jury) would construe a verdict in support of the school district after viewing the evidence most favorable to the plaintiff. The parents of Sarah Upton appealed the finding of the lower court to the New Mexico Appellate Court. The appellate court held that the state statute waiving governmental immunity for damages resulting from bodily injury caused by negligence of public employees in operation or maintenance of public facilities did not function to waive the school district's immunity.

The Appellate court affirmed the trial court decision. The Louisiana trial court (James v Jackson) entered judgment in favor of the parent of the decedent in the amounts of $725,000 for loss of consortium and $60,000 for [survival damages. The board then requested that the trial court reconsider the award for loss of consortium. The trial court granted the board's motion and reduced the award for loss of this association between James and his mother to $500,000. The board then appealed the consortium and survival damage awards to the Louisiana Appellate Court.

The appellate court found that both the high school and school board breached their duty to exercise reasonable care and supervision over the decedent. In addition they denied the defendants their claims of abuse by the trial court for allowing inappropriate expert testimony in the court proceedings.

Reasoning of the Courts

The appellate courts provided an explanation for each verdict. Analyzing the legal issue in the Upton court, the judge reasoned that the condition of the public facility did not create a potential risk to the general public. Since a building defect was not an issue in this case, the court ordered no waiver of immunity. The judge concluded that if the Ms. Upton was to succeed in this case she had to demonstrate that the death of Sarah resulted from a dangerous or unsafe condition on the premises that created a potential risk for her. Since the case fell within the ambit of negligent supervision, the court conveyed that the school district was immune from such claim. Whereas, in James, the appellate court judges explained that the trial court judge did not exercise over-breadth reasoning when allowing expert testimony. The appellate court expressed that the trial court judge retains great discretion concerning the evidence admitted or excluded during the trial. The appellate court found the error was harmless.

Strategies to Manage the Risk

Managing the risks of death in a physical education class context represents a challenge for school boards, administrators, and teachers. Clearly, participation in physical activity generates a certain amount risk for the student of which most courts contend that the student assumes the risks that are inherent within the activity itself. But questions remain for the courts as to whether a student accepts the heightened risk of the failure of the district and its agents in properly carrying out their legal responsibility. Our purpose in this section is to conduct a pedagogical analysis that reflects the responsibilities of the school boards, the administration, the teachers, and substitute teachers in the context of the two cases described above.

Responsibilities of the school board. In order to manage future risks of students in a physical education class, it remains appropriate to identify and discuss the responsibilities of the employer. The school board remains legally culpable for the behavior and/or conduct of all employees. The doctrine of respondeat superior states that the negligence of the employees (i.e., the administration, regular teachers, and substitute teachers) is imputed to the school board if the employees were acting within their scope of employment and authority and if the act was not grossly negligent, willful wanton, and did not involve malfeasance (Cotton, 2003; van der Smissen, 1990). To guide the behavior of their employees, all school boards accumulate, in a discretionary manner, scores of written policies and procedures of which they assimilate to their employees.

Referring to the cases above, the school board should have developed a set of policies that would guide at minimum the administration in the practices used to: (1) select substitute teachers; (2) orient them to the class curriculum; (3) notify the substitute teacher of any special considerations for students with health related problems; and (4) supervise the students under their care. Next, the analysis turns the supervisory role in the conduct of the school administration (i.e., superintendents and principals).

Responsibilities of the principal/administrators. Due to the fact that a physical education class has the potential to arguably create more injuries than other courses, it is imperative for the school administrator to monitor the

conduct of the substitute in a physical education class more closely than for a different class, with perhaps, the exception of an industrial arts or chemistry class.

It is ultimately the duty of the principal (and possibly upper administration) to verify the qualifications of substitute teachers. In James, the principal clearly should have recognized that the art teacher lacked sufficient training to supervise a physical education class, which ultimately increased the risk to the students and led to eventual death of a student. Consequently, the principal should have had a conference with the substitute to reveal the emergency procedures.

In addition, the principal should have advised the art teacher to refrain from playing basketball with the students or participating in any activity with them during class. The substitute art teacher should have either been supervising the behavior of the entire class or providing instruction, not participating. Appropriate supervision is comprised of the teacher's back to the wall with every student in view at all times (Halsey, 2004). If the art teacher was properly supervising the activity (watching for unsafe conditions), then he/she could have been in position to notice that the 327-pound student was struggling with the heat.

The principal should have reminded the substitute that the students need a number of water breaks during the course of the class to replenish the water in their systems. He/she should have noted the type of activity that the students were scheduled to engaged in during that very hot day in a poorly air conditioned facility and suggested an alternative activity for the class (Bryant, 2002).

In Upton, the principal of the school should have notified the substitute teacher about the asthmatic condition of the decedent. The substitute teacher needed to know , that information to safely conduct the class. The principal also should have provided a plan of action for the substitute to follow in the case of an emergency.

Responsibilities of the physical educator and the substitute. Finally, the examination inspects the role of the regular teacher and the substitute teacher. The i l administration should expect the physical education teacher to provide the substitute teacher with an appropriate lesson plan that includes the roster of students for the classes, the activities and alternative activities, safety procedures, health concerns for any students, special needs for any students, and an explanation of emergency procedures.

The teacher might also include the names of one or two responsible students who can assist the substitute in an emergency situation. A map of locations for emergency exits, tornado drills, fire drills, and others should be clearly visible on one wall of the gymnasium. Included on this map should be emergency phone numbers and contacts.

Conclusion

In both cases, the facts reveal that the substitute teachers were either unaware of the presupposed conditions of the decedents or were not capable of predicting what could occur to them. In the first case, a young asthmatic died because she was not allowed to rest, even though she and her parents had acquired prior approval for her to do so when she felt it was necessary (Upton v. Clovis Municipal School District, 2005). In the second scenario, an overweight male passed away after participating in several basketball drills for long periods of time under excruciatingly hot conditions (James v. Jackson, 2005). Of utmost consequence is that two students died as a result of improper or nil supervision by substitute teachers during physical education. These deaths could possibly have been avoided.

School board personnel and the principals should have guaranteed that the substitute teachers were fully qualified to accept responsibility for students engaging in physical activity during physical education. This includes performing background checks of the substitutes and providing appropriate orientations for individuals in situations involving higher risks. The physical education teachers should have provided lesson plans complete with safety information, emergency procedures, and special circumstances. The substitute teachers themselves should have taken the responsibility to adequately supervise all students during their classes. This includes monitoring all students during class, as opposed to participating in the activities, as well as familiarizing themselves with any emergency plans and safety issues that may arise. If the school board members, principals, and/or teachers would have taken a few extra moments of their time to adequately prepare and notify the substitute of proper procedures, these unfortunate deaths may have been preventable.

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What's in a Name?

By Tom Evaul, President and Marian Burton Nelson, Executive Director
American Association for Physical Activity and Recreation

"A rose by any other name would smell as sweet."

The Board of Governors has proposed a new name for AAHPERD: The American Alliance for Health and Physical Activity. Would this name, as Shakespeare put it, "smell as sweet"?

Let's consider first whether the proposed name would make a difference to the five associations that make up the Alliance. Would NASPE remain the primary organization for physical educators? Would NDA still represent dance professionals? Would AAHE lead the way for health educators? Would NAGWS advocate for girls and women in sport? And would our own beloved AAPAR remain an eclectic mix of passionate professionals devoted to inclusive and lifelong physical activity and recreation? Of course. None of the associations would change their names or their missions.

How about outsiders? Would the new Alliance name make a difference to them? In a word, yes. Consider this: When's the last time you told someone what AAHPERD stands for? Did they even let you finish? Anything shorter would be a step in the right direction.

Moreover, AAHPERD identifies the four major disciplines or professions we represent - but excludes sport, which is a focus of two associations. Should we add an "S" for sport? How about a "K" for kinesiology? An "SM" for Sport Management? An "ES" for Exercise Science? Try explaining THAT organization: The AAHPERDSKSMES.

What is it that binds our five associations together in an alliance? It's not the names of our multiple disciplines. It's our mission: to promote and support creative and healthy lifestyles. How can that best be said, succinctly?

The Board of Governors has been debating the name issue for more than ten years. They have commissioned eight reports. They have noted that the Alliance's name has changed 7 times since 1895, most recently in 1980. Finally, this fall, they unanimously approved a name that would retain AAHPERD's branding (because it would still be "the Alliance") and describe what we all care about: Health and Physical Activity.

To some, particularly a few physical educators, this name is not so sweet. A few comments we've heard:

> "How can you remove 'physical education? (Or dance? or recreation?)"
>
> "What about 'education'? Aren't we educators?"
>
> "Physical activity could mean recess, or interscholastic athletics, or marching band."

We realize that this is an emotional issue for many people. For example, some physical educators feel that removing that name from the title would diminish the importance of their field. On the contrary, we believe the new name better communicates what physical educators are trying to help children achieve: good health and competence in physical activity. Like you, we feel strongly about the importance of physical education, or we wouldn't have spent our careers promoting it.

But let's ask this question: What do we Alliance members want people to gain from our professional efforts? We hope and expect that people will enjoy good health in all of its dimensions (physical, intellectual, social, emotional, and spiritual). How will they achieve that health? A major contributor is physical activity in its many guises.

It's time to redefine ourselves in terms of our mission - promoting creative, healthy lifestyles - rather than by a long (and partial) list of our professional affiliations. The general public knows the value of good health. They understand the importance of physical activity. To call ourselves the American Alliance for Health and Physical Activity is to speak their language.

As you make up your own mind on this issue, note these three key facts;

1) AAHPERD is NOT changing its mission. It's simply proposing an updated name to communicate what we stand for rather than who we are. This will be more effective and memorable in the larger society

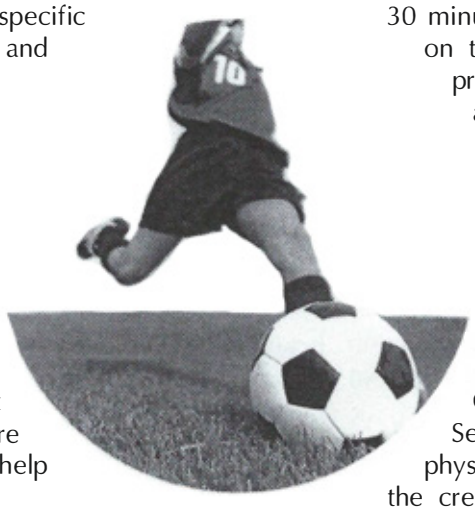
2) AAHPERD will continue to advocate for physical educators, (and our other disciplines as well.) That's a key part of what we do

3) The term "physical education" is still integral to NASPE's name, which will not change; nor will the other association names change.

The American Alliance for Health and Physical Activity is not a fragrant, flowery name. But let's face it: it's a lot sweeter than the American Alliance for Health, Physical Education, Recreation, and Dance.

Physical Activity Guidelines Coming in 2008

Health and Human Services Secretary Mike Leavitt recently announced that the department will develop comprehensive guidelines, drawn from science, to help Americans increase physical activity in their lives. These guidelines, which will be issued in late 2008, will emphasize the important role that physical activity plays in a healthy lifestyle. They will summarize the latest knowledge about activity and health, targeting specific population subgroups, such as seniors and children.



More than half of the adults in the United States do not get enough beneficial physical activity. One quarter of them are not active at all in their leisure time, and overall more than 60 million adults are obese. "Obesity is an epidemic, a chronic disease inevitably follows," said Leavitt (www.cnn.com). Treatment of chronic diseases accounts for 75 percent of what the United States spends on health care each year. Health officials are hoping to help people lead healthier lifestyles, which

Secretary Leavitt underscored the importance of shifting from a treatment-focused society to one that values prevention-based care. "Changing the culture from one of treating sickness to staying healthy calls for small steps and good choices to be made each and every day," he said. Leavitt also said that the four pillars of the Healthier US initiative—physical activity, a good diet, healthy choices, and preventative screening—are crucial for the nation's health.

President Bush, who is personally dedicated to fitness and desires that every American have access to science-based guidelines, proposed a budget of $640 million for obesity-related efforts from research to regulating the labeling of trans fats. The government recommends 30 minutes of daily physical activity and goes on to say that 60 minutes are needed to prevent weight gain and 90 minutes a day are needed to lose weight.

"If we can have the best science brought to bear and you can put out guidelines that would be age-specific, something for school, something for home, you could end up with something that might be useful," said Douglas Kamerow, a member of the Institute of Medicine's Committee on Childhood Obesity (wwwcnn.com). Secretary Leavitt believes that "these physical activity guidelines will encourage the creation of a culture of wellness across America."

Based on:

"U.S. Exercise Guidelines Coming in 2008, " www.cnn.com October 26, 2006.

"HHS Secretary Announces Development of Physical Activity Guidelines at National Prevention Summit. " http://www.hhs.gov/news/press/2006pres/20061026.html

Efforts to Boost Math and Reading Scores Leave Other Subjects Behind

More than seven in ten school districts (71) across the country have reduced instructional time devoted to at least one subject in order to make more time for math and English, the two subjects in which students are tested for NCLB purposes. Social studies takes the biggest hit, with reduced class time in 33 of school districts.

School districts most likely to reduce in-structional time in other subjects to make more time for reading and math are urban (76) rather than suburban (72) or rural (70). Very large districts (90) are more likely than large (79), medium (73), or small (70) districts to do so.

School districts most likely to mandate that elementary school teachers devote a certain amount of time to reading instruction—most often resulting in decreased instruction in other subjects—are disproportionately those where a majority of students are living in low-income families and therefore eligible for free or reduced-price lunch.

Subjects in Which Public School Districts Have Reduced Instructional Time to Make More Time for English/Language Arts and/or Math. 2005-2006

Social Studies (history, geography, civics)	**33%**
Science	**29%**
Art and music	**22%**
Physical education	**14%**
Other subjects	**17%**

Source: "From the Capital to the Classroom: Year 4 of The No Child Left Behind Act," Center on Education Policy, 1001 Connecticut Ave. NW #522, Washington, DC 20036. website: http://www.ctredpol. org.

Future AAHPERD National Convention Dates

Mark your Calendar Now!

2007

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

2008

April 8-12
Fort Worth, Texas

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

IAHPERD 2007 State Conference and Exposition
Radisson Hotel City Centre, Indianapolis
Thursday -Friday, November 8-9, 2007
Conference Information at www.indiana-ahperd.org

Share Your Ideas in the Next Indiana AHPERD Journal

Guidelines for Authors

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

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

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

The Manuscript

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

Documentation

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

Tables

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

Illustrations

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

Author's Statement

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

Deadlines

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

Send it In

. . . to the Editor

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

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

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

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

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

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

Tom Sawyer
Indiana AHPERD Journal Editor

Leadership Opportunities on Councils

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

1. Work closely with the Program Director or Regional Coordinator to promote the special program area.
2. Attend annual IAHPERD Leadership Conference. (Hotel and meals paid for by the Association.)
3. Solicit programming for the State Conference or Regional Workshops.
4. Serve as host to greet and direct presenters during the conference.
5. Serve as presider for the various programs in your special area. Support includes introducing presenter, assisting during the presentation (distribute handouts), and providing presenter with the special gift from the Association.
6. Make nominations to the Awards Committee chair for Teacher of the Year and Association awards.

PROGRAM AREAS. The various program areas include:

1. Adapted Physical Education
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4. Dance
5. Fitness
6. Health
7. Higher Education/ Research
8. Jump Rope and Hoops for Heart
9. Physical Education: Elementary
10. Physical Education: Middle School
11. Physical Education: Secondary
12. Recreation
13. Sport
14. Sport Management
15. Technology

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

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Muncie, IN 47306

OPPORTUNITY FOR INVOLVEMENT

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

HELP NEEDED:

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

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IAHPERD

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

www.indiana-ahperd.org