

INDIANA

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Pay It Forward



IAHPERD 2009

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JOURNAL

Indiana AHPERD Journal

Volume 38, Number 1

Winter 2009

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

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President's Message



Message from the President

If you were not able to attend the IAHPERD conference last November, you missed one of the finest conferences we have ever had. Many people gave positive feedback regarding the new location. Having all sessions on the same level at the Marriott East was a plus for all. Free parking sure beats \$20 a day to park downtown! On Wednesday evening, we honored our Association and Teacher of the Year award winners with the inaugural Awards Banquet. It was such a special time for the honorees, their family, and friends. Perhaps you saw some of the winners wearing the prestigious sashes at some point during the conference. Look for photos of the award winners in this journal. The sessions were motivating, the keynote speakers were outstanding, and the national Teacher of the Year (TOY) sessions were overflowing with attendees looking to soak up innovative ways to teach. The TOYS did not disappoint us! The renewed All College Social drew quite a crowd and is a tradition we should continue. What a fantastic way to renew your spirits, get new and different ideas for teaching your classes, and catch up with friends from all across the state!

Indiana was a shining star at the national AAHPERD convention in Fort Worth, Texas. Five of our state's finest were honored with national awards. Dr. Tom Templin (Purdue University) was recognized by receiving the NASPE Curriculum & Instruction Honor Award and Dr. David Gallahue (Indiana University) was honored with NASPE's Hall of Fame Award. The recipient of the NASPE Sport Management Outstanding Service was Dr. Tom Sawyer (Indiana State University) while Dr. Glenna Bower (University of Southern Indiana) won the prestigious Mabel Lee Award. Our student population was also represented as Melanie DeGrandchamp of Manchester College was awarded the Undergraduate Adapted Physical Education Student of the Year. We are very proud of these individuals for all of their hard work, dedication, and accomplishments. Congratulations!

Over the summer, I had the opportunity to travel to Washington DC for AAHPERD's Leadership Development Conference. I was able to visit the Capital Building and speak with the Indiana's legislators and representatives about supporting our discipline. I spent time talking with Representative Brad Ellsworth (8th District) who is a supporter of physical activity and an avid runner. Karen Hatch, Executive Director, and I met with Legislative Aides from the offices of Senators Evan Bayh and Richard Lugar. Our message was clear: support for FIT Kids Act (HB 3257, SB 2173), PLAY Every Day Act (HB 2045, SB 651), and the Carol M. White Physical Education Program. If you would like more information about these issues, I recommend you take some time to research them. We must advocate every chance we get!

This past August was a busy time as the Indiana Academic Standards for Physical Education were revised. In November, the revised standards were presented at the State Board of Education meeting for approval. Go to our website for a link to these standards if you have not yet seen them.

The theme for the upcoming year is "Pay it Forward". When you hear this phrase, immediately some thoughts come to mind. Of course, the first thing is the movie made in 2000. A boy decides he wants to make a difference in a homeless man's life, then derives the plan to "Pay It Forward" by doing a good deed for 3 people. The recipients of the good deed must then "pay it forward" by doing good deeds for 3 others. The philosophy of this idea is equally as important as the film's message. Each one of us has gifts and abilities. Many of us have worked hard to impact the lives of others in a positive, meaningful way. The theme "Pay It Forward" is intended to encourage every one to take an extra step to help someone else. Pay your gifts and abilities forward to another person who can benefit from your knowledge, wisdom, abilities, kindness, and compassion. Support one another as often as you can. Perhaps you can begin to "Pay It Forward" by volunteering some of your time at the AAHPERD national convention held in Indianapolis in 2010.

Speaking of AAHPERD, 2010, we are very excited to host the national convention. To host such a huge event, we surely need many willing volunteers. If you would like to volunteer to work for a block of time, send me an email and I will be sure the right person on the Indiana Planning Task Force contacts you. Thank you for considering this opportunity and for "Paying It Forward".

I want to be sure that you are aware that during 2010, your current IAHPERD membership allows you to pay Indiana-AHPERD registration fees for the national AAHPERD convention. Don't let your membership lapse so you can feel these savings in your pocket!

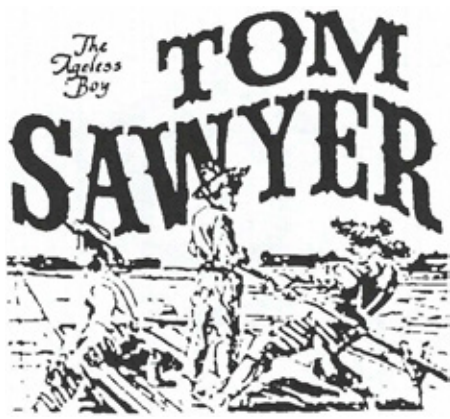
In order to comply with our contract with AAHPERD, we will not be having a state conference in 2009. Instead, each region will host a one day mini-conference. The leadership team will meet in February to continue planning for these regional events. Look for additional information as it becomes available.

One of the ways to get current information is to visit our re-imaged web page, www.indiana-ahperd.org. We have a fresh, new look, and I think you will like it. In addition, hopefully, you are receiving the email blasts that have been sent over the last couple of months. If you are not seeing these professional looking messages, perhaps your email is incorrect in our database or our email is getting blocked. Look in this journal for information on how to "unblock" these important messages. Don't miss out!

As we enter this holiday season, I hope that each of you has an opportunity to spend time with family and friends, dedicate some time for physical activity, and get a bit of rest in order to recharge for the start of the New Year!

"Pay It Forward,"

Molly



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Risk Management In Interscholastic Athletics

By Thomas H. Sawyer, Ed.D. Professor of Physical Education, Professor of Recreation and Sport Management
Indiana State University Release Forms Court of Appeals of Indiana Stowers v. Clinton Central School
Corporation 855 N.E. 2d , October 26, 2006

Head Injuries Require Special Supervision

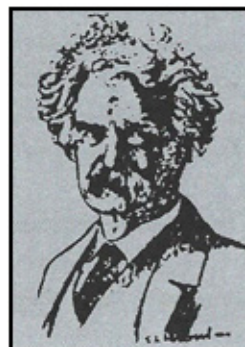
**Gill v. Tamalpais Union High School Dist.
Cal.App. 1 Dist.,2008.**

On November 1, 2001, Jennifer Gill was 15 years-old and a sophomore at Redwood High School, which is part of the District in Marin County. For more than five weeks, the open gyms had been conducted inside the school's gymnasium. However, at the open gym held on the afternoon of November 1, after regular school hours, Gill was participating in basketball drills that were conducted on the outdoor courts at Redwood High. Each of the basketball backboards is attached to the end of two hollow metal poles. The poles are anchored in the ground, on the painted baseline (boundary) of the court. The poles can be covered with pads, and officials at Tamalpais had directed that the outdoor courts were not to be used unless the poles were to be covered with pads, which Tamalpais had. On November 1, the pads were not in use.

Jordan, the athletic trainer, failed to take necessary and ordinary first aid steps. Jordan should have spoken with Gill to get an idea of the injury and its seriousness and she should not have walked away from Gill because a person with a head injury should never be left alone.

Moreover, Jordan should have put Gill on one of the training tables (even if it meant displacing someone with a potentially less serious injury) and not on the counter. The potential for Gill falling was a distinct possibility because head injuries commonly produce dizziness and a drop in blood pressure.

Plaintiff suffered a cut on her face when she collided with the metal pole supporting an outdoor basketball backboard. The pole was on premises of defendant Tamalpais Union High School District (Tamalpais or District). While still on Tamalpais property awaiting first aid treatment from Presidio Sport & Medicine (Presidio), Gill fell off a raised



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

counter and suffered additional injuries.

A jury found for Gill, apportioning 60 percent of the responsibility for her damages to Tamalpais and 40 percent to Presidio. The jury awarded Gill approximately \$477,000 for economic and non-economic losses. The court entered judgment for Gill against Tamalpais in the amount of \$336,932. On Tamalpais's cross-complaint against Presidio for indemnification, the judge entered judgment in favor of Tamalpais for \$50,572.80.

Risk Management Advice

1. The athletic director and athletic trainer should prepare a policies and procedures manual for attending athletes with head injuries.

2. Coaches should closely follow all policies and procedures regarding an athlete with a head injury.

3. An athlete with a head injury should never be left alone by the coach or athletic trainer at the practice area, training room, or locker room.

4. The coach should monitor closely all athletes with head injuries and seek immediate assistance.

5. The coach should always escort a player to the training room or school nurse after a head injury.

6. An athletic with a head injury should not be allowed to sit on a counter but placed on a training table in order prevent falls if the athlete loses consciousness or gets dizzy.

7. The athletic director and coach should ensure all facilities and equipment used in practice are safe.

State Conference Mark Your Calendar Now Nov. 10-12, 2010



There will be NO Fall Conference in 2009. Please plan on attending the 125th AAHPERD Convention and Exposition in Indianapolis in the Spring of 2010 starting on March 10th and continuing through the 20th.

**Conference
Information at
www.indiana-ahperd.org**

Examining the Use of Corporate Sponsorship in Indiana High School Football

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Abstract

Commercialization and sponsorship have firmly established themselves in professional and intercollegiate athletics in recent years as a source of previously untapped revenue. The potential access to these revenue streams has led school boards and athletic directors at the high school level to start pursuing corporate sponsorships for their athletics programs. (Fisher et al, 2002; Lewin, 2006) This study sought to examine the spread of sponsorship in interscholastic athletics through a content analysis of 28 Indiana high school football programs. Through on-site content analysis, sponsors were visually coded and analyzed in terms of sponsor type, school size, school setting, and other variables. Totals of 195 instances of on-site sponsorship and 804 instances of game program advertisement were observed, for a total of 999 sponsorship instances. The largest schools in the sample possessed the largest number of on-site sponsorship instances (40.5%). Chi square analysis indicated that large schools were more likely than small schools to adopt a sponsorship model that utilized on-site sponsorship signage, solicit sponsorships from national companies, and place on-site sponsorship signage at many different locations in the facility. These and other results indicated that commercial sponsorship has an established presence in certain areas of Indiana high school athletics. Suggestions are made for how athletic directors might best utilize this information in future athletics endeavors.

Acknowledgement

Introduction

Examining the Use of Corporate Sponsorship in Indiana High School Football Public school districts, including high school athletic departments, are increasingly turning to corporate sponsorship to cover budgetary shortfalls caused by legislative resistance to tax increases, declining state appropriations, and rising costs. School districts across the country are seeking corporate sponsorship for athletics stadiums, food courts, ATM machines, soda machines, prom, school buses, rooftops, performing arts centers, administrative suites, science labs, classrooms, and visitor centers. (Fisher et al, 2002; Lewin, 2006) The purpose of this study was to examine the nature of interscholastic sport corporate sponsorship at Indiana high schools by examining the geographic scope and type of firms sponsoring high school athletics, the preferred methods of corporate support, the

role of school size and geographic location of the school, and the visual appearance of corporate sponsorships. This study describes the visual appearance of on-site sponsorship and game program advertisements, examines the overall nature of high school sports sponsorship, and describes the relationship between the characteristics of the firms sponsoring high school athletics and the characteristics of the school including size and location.

Literature Review

Interscholastic athletic directors approach sponsorship money as an alternative to eliminating sports, reducing schedules, raising ticket prices, or implementing a funding model based on participation fees. (Fisher et al, 2002; Hall & Gibson, 2008; Popke, 2003a; Popke, 2003b) However, corporate sponsorship at the high school level is still in its infancy and

athletic directors of the future must likely be skilled in securing corporate funds. (Forsythe, 2000; Morrison, 1998) Only a select few high schools retain marketing coordinators on staff and districts are only recently developing policies and procedures to evaluate sponsorship offers. (Pennington, 2004; Lewin, 2006) However, anecdotal evidence points toward a trend of high schools adopting the professional model of selling facility naming rights. For example, Trinity Mother Frances Health Care System entered into a 12-year, \$1.92 million deal with the Tyler Independent School District in Tyler, Texas. (Nethery, 2005) The school district in Midland, Texas, hired marketing firm The Superlative Group to secure naming rights from Grande Communications for \$1.2 million over 25-years. (Popke, 2002) Eastern Financial Florida Credit Union paid \$500,000 for the naming rights to the football stadium at Everglades High School in Miramar, Florida. (Nethery, 2005) Even elementary schools are soliciting naming rights for gymnasiums. At Alice Costello Elementary School in Brooklawn, New Jersey, ShopRite will pay \$5,000 per year for 20 years for the ShopRite of Brooklawn Center. (Pennington, 2004; Nethery, 2005)

While media coverage provides an opportunity to anecdotally examine interscholastic sport sponsorship, a paucity of academic research exists on this subject. The only academic research assessing the prevalence of sponsorship at the high school level to date was completed by Hall & Gibson (2008) who examined the level of interscholastic sport corporate sponsorship at the 32 largest schools in Mississippi. Hall & Gibson (2008) found that the number of programs utilizing corporate sponsorship increased from 50% in 2000 to 62% in 2004 and they found that half of the schools completing the survey indicated they would pursue corporate sponsorships in the future.

Methodology

A stratified random sample of 28 Indiana high school football programs were selected for examination. The Indiana High School Athletic Association (IHSAA) membership map, which divides the state into three districts from north to south, was used in conjunction with an additional line drawn through the middle of the state to divide the state east to west. (IHSAA, 2008) Marion County, home of the state capital of Indianapolis and the most heavily populated county in the state, was considered as a separate geographic region, allowing for a total of seven zones in all for analysis.

While the IHSAA divides the state's high school football programs into five classes, there were

disproportionately fewer schools in the lowest class (1A). Therefore, the more expansive and even class division for basketball, which divides the state's schools into four classes (1A, 2A, 3A, and 4A), was utilized. One school from each of these four classes was randomly selected in each of the seven aforementioned geographic zones. This process ensured that schools of all sizes from all areas of the state were represented in the study.

Two coders were trained in observing on-site sponsorships at high school football games and examining printed game programs. After conducting a pilot test and generating agreement on the definition of variables, the two coders traveled to each high school to assess on-site sponsorships and analyze game programs. Coding sheets were created to systematically analyze all important variables. All data was entered into the Statistical Package for the Social Sciences version 16.0 software for data analysis.

Definition Of Variable Industry

Sponsors were initially coded on the basis of 31 identified industry segments; but, the categories were collapsed to six in order to perform chi square analysis with cell sizes greater than five. (Hinkle, Wiersma, & Jurs, 1988) Table 1 identifies how the industry segments were re-coded to reach the six industry segments utilized in the chi square analysis.

Table 1

1	Professional Services <ul style="list-style-type: none"> • Financial • Medical • Legal • Educational
2	Food and Drink <ul style="list-style-type: none"> • Beverage • Food and Dining
3	Retailers and Services <ul style="list-style-type: none"> • Department Store • Jewelry • Grocery/Drug • Gas Station • Hair/Salon/Tanning • Packing/Printing/Shipping • Cleaners • Apparel/Embroidery/Trophies • Funeral • Farming • Automobile • Home Services • Floral/Garden/Nursery • Lumber/Hardware/Tools • Appliances
4	Arts, Media, and Entertainment <ul style="list-style-type: none"> • Sport and Leisure • Arts • Telecommunications • Newspaper, Television, other Media
5	Community Based <ul style="list-style-type: none"> • Municipal • Utilities • Community/Civic/Religious
6	Construction, Equipment, Supplies, & Manufacturing <ul style="list-style-type: none"> • Contractors • Safety Supplies • Manufacturing • Industrial Equipment • Shipping • Transportation

Geographic Scope of Sponsors

Sponsors were categorized as either “local” or “non-local”. Non-local firms were defined as those businesses which competed on a regional or national level. Local branches of national firms were categorized as “non-local” because, in many instances, these local branches rely on the strength of national brand name recognition and advertising budgets to compete. For example, if a local Edward Jones or Century 21 branch office purchased on-site sponsorship signage, this was categorized as “non-local”.
Size of School

The IHSAA basketball class system was used to categorize schools based on enrollment. 1A schools in this classification system have the smallest enrollment while 4A schools have the largest enrollment.

Geographic Location of School

Schools were classified as rural, town, or city/urban. Schools were classified as rural if the school was surrounded by an agrarian setting. The distinction between town and city/urban was made using population figures. If the school was located in a city whose population was less than 50,000, it was classified as a town while a population of greater than 50,000 was classified as city/urban. For example, schools in Indianapolis, Terre Haute, Muncie, Fort Wayne, and Evansville were classified as city/urban. In some cases, categories were collapsed to make a comparison between rural and non-rural schools for data analysis purposes.

Placement of On-site Sponsorship

The location of on-site sponsorship was collapsed into two areas for purposes of conducting chi square analysis – concessions area and related locations and non-concessions related locations. Examples of non-concessions related locations included any signage visible from the stands, such as on the scoreboard and interior fencing, or point of entry to the stadium. Concessions related sponsorship was signage visible in or near the concessions area.

Type of Sponsorship

Variable	Categories
Industry	Professional services Food and drink Retailers and services Arts, media, and entertainment Community based Construction, equipment, supplies, and manufacturing
Geographic scope of sponsor	Local Non-local
Size of school	1A smallest enrollment 2A 3A 4A largest enrollment
Geographic location of school	Rural Town City/Urban
Placement of on-site sponsorship	Near concessions Away from concessions
Type of sponsorship	On-site sponsorship Game program advertisement

In the section addressing all corporate support, sponsorship was split into two categories – game program advertisements and on-site sponsorship. Table 2 summarizes the variables utilized in

the statistical analysis presented below.

Results

Visual Appearance of On-site Sponsorship

Through coding of the various high school football facilities, a total of 195 separate instances of on-site sponsorship were observed. Of this number, the most prevalent location of observed on-site sponsorship was near the concession area (37.4%), followed by signs or banners visible from the seating area (30.3%), and sponsorships visible from the venue’s atrium or entry area (25.1%). In terms of observed sponsorship mediums, the most prevalent was signage (52.8%), followed by banners (25.1%), and concession products branded with a corporate logo (13.8%).

Visual Appearance of Game Program Advertisements

Instances of advertisements by sponsors in game programs were also observed, with a total of 804 items coded. Game program advertisements were coded based upon print type (i.e., color versus black-and-white), industry sector of the advertising company, and size. Of these, only 105 (13.0%) were printed in color, with the remainder in black-and-white. Of the various industries coded, only the professional services industry demonstrated a statistically significant overrepresentation in color advertisements, $\chi^2(5, N = 804) = 14.4, p = .013$. In terms of advertisement size, most (64.7%) of the coded game program advertisements took up less than one-fourth of a page. Of the industries represented in the sample, only retailers were overrepresented in advertisements of less than one-fourth of a page, $\chi^2(5, N=804) = 18.5, p = .002$.

Frequency Analysis of On-site Sponsorship by Factor

Various factors were utilized to analyze the frequency of on-site sponsorships. In terms of school size, Class 4A schools, which represented the largest schools in terms of size, comprised the largest number of on-site sponsorships (40.5%). The next-largest size class, 3A, comprised 20.5% of the total observed on-site sponsorships while the smallest two class sizes, 2A and 1A, each comprised 19.5% of the observed on-site sponsorships.

There were also observed variances in on-site sponsorships based on school surroundings. High schools with rural surroundings possessed the largest number of on-site sponsorships (46.7%), followed by urban area schools (27.2%), and schools located in a town (26.2%).

On-site sponsorships were also examined based upon the geographic scope and industry segment of the sponsoring businesses. In terms of geog-

raphy, 52.8% of on-site sponsorships were purchased by non-local companies while 47.2% were purchased by local companies. The most highly represented industry segment was beverage companies, such as Coca-Cola or Pepsi, who comprised 22.6% of the total observed on-site sponsorships. The next most represented industry segment was food and dining (15.9%), followed by medical firms (12.3%), and financial services (10.8%).

Frequency Analysis of All Corporate Support

The observed totals for both on-site sponsorships and game program advertisements were summed, for a total number of 999 observed corporate advertisements and sponsorships. High school football programs offered a larger percentage of corporate sponsorship inventory through game programs, which comprised 80.4% of the total. Class 2A and 4A schools accounted for the largest number of corporate supporters with 29.7% and 29.6%, respectively, while 1A schools accounted for only 16.1%. Rural schools accounted for over half of all documented corporate support while schools situated in city or urban environments comprised only 16.1% of the total.

In comparing local and non-local company support of high school football, local sponsors accounted for 69.7% of purchased sponsorship inventory. Finally, companies competing in the financial services industry purchased the largest number of advertisements and sponsorships accounting for 15.2% of purchased inventory, followed by medical services (12%), food and dining (9.3%), automobile (8%), and beverage companies (5.6%). The most identified brands in the study were Pepsi with 31 occurrences, Coke (20), Wendy's (15), and Subway (7).

Chi Square Analysis of On-site Sponsorships

Chi square statistics were computed to examine the relationships between industry segment, size of school, location of school, scope of sponsor, and placement of sponsorship. If a significant chi square value was obtained, individual cells were examined to identify standardized residuals greater than or equal to 2.0. (Hinkle, Wiersma, & Jurs, 1988) Nine chi square tests were conducted and seven significant results were identified. The only non-significant results were the relationship between school size and industry segment and school size and geographic scope of the sponsor. The relationship between size of school and geographic location of school was not calculated because neither variable is related to sponsorship.

The industry in which the sponsor competes demonstrated a significant relationship with each

variable except the size of the school. In regards to school location, retailers were more likely to sponsor rural schools and less likely to sponsor non-rural schools, $\chi^2(5, N = 195) = 19.266, p = .002$. In regards to the scope of the sponsor, firms competing in the professional services and arts/media/entertainment industries were more likely to be local companies while firms in the food and drink industry were more likely to be national in scope, $\chi^2(5, N = 195) = 72.0, p = .001$.

In regards to placement of on-site sponsorship (concessions area and non-concessions area), food and drink sponsors were more likely to display signage and product placement near the concession stand area, $\chi^2(5, N = 195) = 22.5, p = .001$. The smallest schools (class 1A) were more likely to place their sponsorships near the concessions area while the largest schools (class 4A) were more likely to place their on-site sponsorship inventory away from the concession stands, either at the entrance to the facility or where the sponsorships are visible from the stands, $\chi^2(3, N = 195) = 37.1, p = .001$. The relationship between placement of sponsorship and the geographic location of the school was also significant as rural schools were more likely to place their sponsorship inventory near the concessions area and with concessions related products, $\chi^2(1, N = 195) = 13.6, p = .001$. Finally, a significant relationship was found between the geographic scope of the sponsor and the placement of the sponsorship, $\chi^2(1, N = 195) = 9.7, p = .001$. Non-local sponsors were more likely to be in or around the concessions area.

Lastly, a significant relationship was found between the geographic scope of the sponsor and the geographic location of the school. Schools located in towns were more likely to utilize non-local sponsorships than schools located in rural and urban areas, $\chi^2(2, N = 195) = 11.1, p = .004$.

Chi Square Analysis of All Corporate Support

In examining the relationship between industry segment, size of school, location of school, scope of sponsor, and sponsorship medium (game program and on-site), nine chi-square tests were performed, yielding nine significant chi-square results. The relationship between size of school and geographic location of school was not calculated because neither variable is related to sponsorship.

The industry in which the sponsor competes demonstrated a significant relationship with each variable. First, in regards to school size, smaller schools were more likely to have sponsorships from community-based companies while larger schools were more likely to have sponsorships from arts/me-

dia/entertainment companies, $\chi^2(15, N = 999) = 41.6$, $p = .001$.

In regards to geographic location of the school, food and drink companies were less likely to be involved with rural schools and most likely to be involved with schools in towns. Urban schools were most likely to receive sponsorship from arts/media/entertainment firms, and less likely to receive sponsorship from retailers and community-based companies, $\chi^2(10, N = 999) = 45.2$, $p = .001$.

In regards to the type of sponsorship utilized, food and drink companies were more likely to purchase on-site sponsorships while retailers were more likely to utilize game program advertisements, $\chi^2(5, N = 999) = 113.2$, $p = .001$.

Finally, in regards to the geographic scope of sponsors, the only industry more likely to be non-local rather than local was the food and drink industry, while a significant result was detected for arts/media/entertainment, community based, and construction/manufacturing/equipment/supplies companies being local in scope, $\chi^2(5, N = 999) = 152.4$, $p = .001$.

In further analyzing the geographic scope of the sponsor, it was revealed that there was a significant relationship between school size and scope of sponsor, $\chi^2(3, N = 999) = 8.8$, $p = .031$. Class 2A schools were more likely to utilize local sponsorships while class 3A schools were more likely to receive sponsorships from non-local firms.

In terms of the geographic location of the school, rural schools were more likely to have local sponsorships than non-rural schools, $\chi^2(1, N = 999) = 4.4$, $p = .035$. Also, in regard to type of sponsorship, non-local companies were more likely to purchase on-site sponsorships while local firms were more likely to purchase game program advertisements $\chi^2(1, N = 999) = 60.7$, $p = .001$.

Additionally, a significant relationship was identified between type of sponsorship and size of the school. The largest two school classes were more likely to sell on-site sponsorship while smaller schools (1A and 2A) were more likely to rely on game program advertisements, $\chi^2(1, N = 999) = 4.6$, $p = .032$. The final relationship to examine is the relationship between type of sponsorship and geographic location of the school. Urban schools were more likely to utilize on-site sponsorships, $\chi^2(2, N = 999) = 22.8$, $p = .001$.

Discussion

While interscholastic sport sponsorship continues to evolve towards the more sophisticated methods utilized in intercollegiate and professional sport, the use of game program advertisements, predomi-

nantly featuring local companies, is still the preferred method of generating sponsorship revenue in high school athletics. High school athletic departments sold a greater number of game program advertisements, which were more likely to feature local companies, than on-site sponsorships, which were more likely to feature non-local companies, by a 5:1 ratio. However, schools with the largest enrollments demonstrated a stronger tendency to adopt the sponsorship model that is utilized in college and professional sport where national companies purchase sponsorship signage placed in many locations throughout the facility.

In comparing on-site sponsorship signage to game program advertisements, large schools were more likely to utilize on-site sponsorships while small schools were more likely to rely on game program advertisements. Large schools tended to place on-site sponsorships away from the concessions area while smaller schools placed most on-site sponsorship inventory near the concessions area. These results indicated that schools with larger enrollments placed a greater emphasis on selling sponsorship to non-local firms that receive signage at multiple locations at the facility. In contrast, small schools that emphasized game program advertisements relied on local firms, specifically community based sponsors such as churches and fraternal organizations, for corporate support.

In regards to the geographic location of the school, rural schools accounted for the largest number of observed sponsorship (game program and on-site). Rural schools accounted for over half of all observed sponsorship and relied on local support, particularly the support of retailers such as hardware stores, florists, and farming supplies. In contrast, urban schools accounted for only 16% of all observed corporate support. This low percentage can be explained by examining the Indianapolis region which only recorded 18 total sponsorships or advertisements. The public schools in Indianapolis, regardless of enrollment, typically did not even have a game program available, while the parochial schools in some cases, shared athletic fields with other high schools possibly making it difficult to implement their own sponsorship program.

In regards to particular industry segments, the importance of food and beverage companies to corporate support was obvious. Food and beverage companies were significantly more likely to purchase

on-site sponsorships than game program advertisements. Businesses from this industry accounted for 38.5% of all on-site sponsorship. Coca-Cola and Pepsi were important contributors to on-site sponsorship. Together, Coca-Cola and Pepsi accounted for 21% of all on-site sponsorship signage with signage locations including the concessions and scoreboard areas. As an industry segment across both types of sponsorship, food and beverage firms tended to focus their efforts towards schools located in towns while generally not purchasing sponsorship at athletic events in rural areas.

National sponsors, such as Coca-Cola and Pepsi, are eager to penetrate the difficult-to-reach youth market and achieve brand loyalty faster than the competition. (Pennington, 2004; McFarland, 2002; Morrison, 1998) The youth market represents the largest market segment in the country, possessing influential purchasing and decision making power within the household. (McFarland, 2002) Marketers recognize a prime opportunity to reach this market because students are a captive audience during their thirty hours per week in school. (McFarland, 2002) Specifically in regards to athletics, the sponsorship of athletic events allows marketers to support the pride of the local community, which permits them access to the local market. (King, 2005)

Practitioner Application

Athletic directors can use this data to identify the types of companies that are most likely to invest in corporate sponsorship. For example, simply examining frequency counts from this study reveals that firms in the professional services industry accounted for 31% of all corporate support and the financial services industry alone accounted for 15% of all corporate support.

The data can also be examined on the basis of school characteristics such as enrollment and geographic location. For example, the chi square analysis revealed that 1A schools solicited sponsorship primarily from community based companies and organizations while 4A schools and urban schools were more likely to solicit sponsorships from arts, media, and entertainment firms and less likely to receive sponsorship from community based organizations.

Future Research

Future research should focus on the administration of sponsorship programs at high schools. A survey of athletic directors could reveal which teams solicit and receive sponsorship, the reasons why

athletic departments solicit sponsorship, the amount of money generated by sponsorship, the benefits received by sponsors, and the personnel responsible for soliciting sponsorship. This study could also be extended by collecting similar data at boys' high school basketball games and comparing the results from football and boys' basketball.

Conclusion

The size of the school plays an important role in determining the type of sponsorship program utilized in high school athletic departments. Large schools (class 3A and 4A) were more likely than small schools (class 1A and 2A) to adopt a sponsorship model that utilized on-site sponsorship signage, solicited sponsorships from national companies, and placed on-site sponsorship signage at many different locations in the facility. While selling game program advertisements is still the mainstay of garnering corporate financial support, the prevalence of on-site sponsorship similar to the sponsorship strategies used in intercollegiate and professional sport is beginning to take hold in high school sports, particularly at schools with the largest enrollments.

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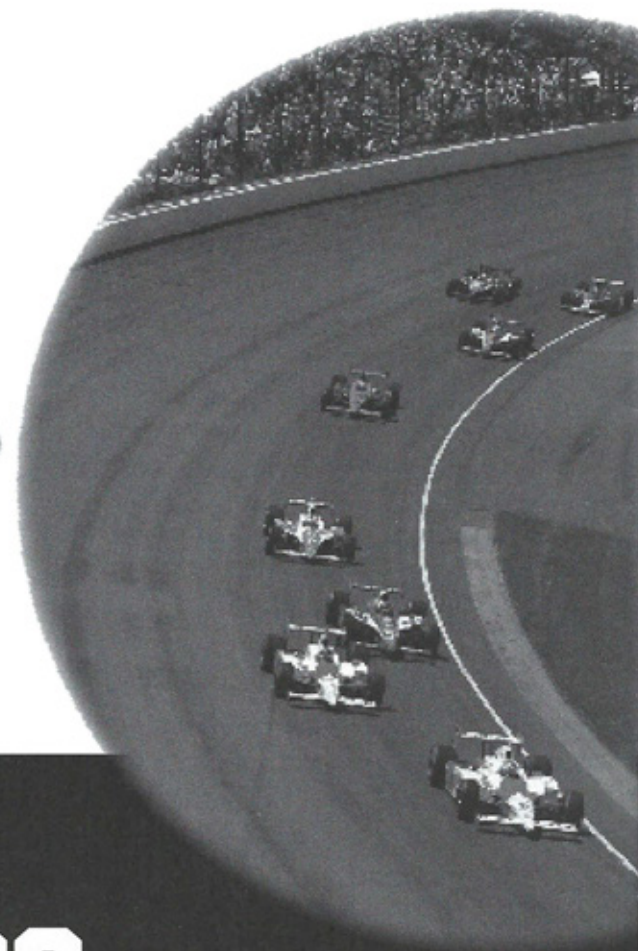
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Cultural Exchange: An Immersive Experience with European PETE students

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Introduction

In January of 2008, four Ball State University students and their professor embarked on an unforgettable journey. Ryan Corbin, Jenna Fields, Brian Jones, and Ruth Garringer, along with their professor Dr. Carla Vidoni, were selected to attend the Intensive Program (IP) of Physical Education in Tilburg, Netherlands from March 5, 2008 – March 16, 2008. The students were selected based on class performance, professional behaviors, and interpersonal skills. Ball State University was the only American university invited to attend this event. Listed below are the events leading up to their first meeting at the IP.

During the month of January, students participated in several preparation meetings. The meetings were related to the program pre-tasks, passport, budget, and transportation. The topic of the program was “A Healthy European Society.” Before the trip, students performed the following tasks:

- Developed a poster presentation explaining the physical education system in the United States (Ruth Garringer).
- Planned and teaching a dance that represents the American culture (Ryan Corbin).
- Created a window display that represents the United States (All students).
- Developed a list of initiatives that promote health/physical activity in the United States (Jenna Fields).
- Prepared a PowerPoint presentation discussing the United States and its physical education curricula/program (Ryan Corbin & Brian Jones).

Departure: Life Skills Lessons

Finally, March 4th had arrived for the five BSU IP members. The next 36 hours will never be forgotten by these individuals. The initial plane from Indianapolis was to leave at 5:30PM and head to Memphis, TN where the group would change planes and fly directly to Amsterdam, Netherlands. On March 4th, Central Indiana was hit with a considerable amount of ice. Due to this inclement weather, Dr. Vidoni missed the initial flight with the four students and had her trip

rerouted to go from Indianapolis, IN to Detroit, MI then to Amsterdam, Netherlands.

The four students were now on their own until they reached Amsterdam. The weather caused a one-hour delay on their flight from Indianapolis to Memphis. Once the students arrived at the Memphis airport, they ran across the airport and boarded their flight to Amsterdam. The plane began to taxi around the runway when the pilot came over the intercom and informed the passengers that engine B was

having a malfunction and that he would get back with everyone to discuss plans. Forty-five minutes passed before the call was made. The flight was cancelled and all passengers were going to have their trips rerouted and stay in a hotel for the evening. Of course, the four BSU students were last to get in line for this. They sat on the floor of the airport for five hours before they knew anything. They were given wrong information on hotels and did not arrive at their rooms until around 5AM on March 5, 2008.

With the rerouting of Dr. Vidoni's flight, the students would actually beat her to Amsterdam by ten minutes and would wait for her at the baggage claim. Dr. Vidoni arrived in Amsterdam and was unaware that the student's flight had been cancelled. Dr. Vidoni initially thought that the students had gone ahead to Tilburg from Amsterdam and did not wait for her. Dr. Vidoni asked employees of the airport if the students' flight had arrived and was misinformed that it had.

Finally, Dr. Vidoni reached Tilburg and to her surprise, her students were nowhere to be found. After doing some detective work on the Internet, Dr. Vidoni came to realize that the students were still in Memphis. Now, after spending the night in Memphis, the students flew to Detroit to catch a connection that would carry them on to Amsterdam. Once they arrived, the students went through customs, exchanged money, bought train tickets, and boarded a train for Tilburg. The students were leery about the train experience because nothing was in English. With the help of natives, the students finally arrived in Tilburg and awaited transportation to their first IP meeting.

Once the students arrived at Fontys Sportshoogle (Fontys School of Physical Education) in Tilburg, they were able to relax, enjoy some lunch, meet other people, and get ready for their first meeting and poster presentation. All the students were exhausted from their drawn out trip and were a little on edge. Dr. Vidoni was very happy to see her students had arrived safely. The students made the best of what they could with the first day in

Tilburg. In fact, they learned several life skills lessons in the last 48 hours. Now, it is time to hear about their journey while in Tilburg/Amsterdam and what occurred during and after the trip.

Academic Experience

The IP problem brought together 45 students from nine different countries. BSU students had a chance to interact academically with students from: Netherlands, Belgium, Norway, Denmark, Hungary, Lithuania, England, and Romania. Having a representative of each country in each discussion group allowed the "open forum" to flow with information and questions. The academic gains from the meetings were very important and essential for the growth of each country.

The most unique experience encountered throughout the IP consisted of "students wearing two different types of hats." One as researchers and the other one as reporters. Students had the opportunity to undertake both of these roles daily during the academic meetings and discussions. These discussions were very revealing, informing, and useful for each representative of each country.

Each academic meeting had its own individual topic such as the contribution of physical education to society, European and American ambitions to target healthier lifestyles, the influence of physical activity on health, and exchange of national educational systems, to name a few. The meetings were highly organized and student centered; so, students had the opportunity to dictate which direction the discussion moved and the ability to moderate. Students learned how to use the System for Observing Fitness Instruction Time (SOFIT) and practiced it during video sessions and later in Dutch public schools in Tilburg and Amsterdam.

Students were surprised and impressed with the initiatives and importance physical activity plays in the European society. It was very interesting that each participating country had varied differences and similarities dealing with physical education, much like the United States varies from state to state. From

a generalized point of view, each country had the same “template” and goals for physical education. The main difference was the amount of time allotted for this subject throughout primary and secondary schools. The European countries certainly place a greater amount of time and importance on physical education than the United States does. Unfortunately, the United States is increasing its emphasis on the “core” subjects such as math, reading, and English and reducing time in physical education.

The greatest difference between the European countries and the United States was the role of Health Education within the school and curriculum. Typically, the United States requires in many states that students complete at least one to two courses in a Health related curriculum during secondary schools. This allows the students to understand the holistic view of wellness, which should not be focused exclusively on activity. Having this background of information, BSU students were able to discuss the values and “ideal” healthy society from a holistic point of view. The majority of ideas used in a shared project called “creating an ideal society” were derived from the United State’s initiative of the CSHP (Coordinated School Health Program).

Compared to Europe, the United States has one great flaw and one advantage dealing with after-school activities related to fitness. In Europe, there is a great emphasis on aerobic activities such as soccer, biking, and running. It would appear that the “national acceptance” of these activities makes it easier to promote and participate in activities that will keep students active and restrain from living a sedentary life. In the United States, the influence of video games, television, and fast food has limited the amount of activity for students. The results are evident with the climbing obesity rates. In many cases in the United States, most of the daily physical activity students receive occurs in Physical Education class. On the other side, the rise and acceptance of after-school team sports has helped the United States in a positive manner. These after-school sports increase activity, social networking, communication

skills, maturation, skill development, teamwork, and pride for self and school.

Multicultural Experiences

Going to the Netherlands was a great opportunity to experience multicultural events. Besides learning about physical education in different countries, students were immersed into a variety of lifestyles and customs. They had a chance to see and do activities that were completely different from their everyday routine.

The first impression of Tilburg was very shocking. Everything from the cars to the hotel seemed so small and compact compared to America. The hotel had bunk beds in the rooms and the shared bathroom and shower were down the hall. The food was also surprising. Bread was present in all meals and it was interesting to realize that the lunch meals were never hot. The dinners were the best. Pizza and pasta were always good and appreciated by all participants. The Dutch traditional food, including fries, vegetables, and sausage, was delicious and unforgettable. The American students loved the tea breaks! It was a fun way to take a break and socialize with the other students and faculty.

The very memorable part of the trip was riding the Dutch bicycles to the school every day. It was very inspiring to see that everyone rides bicycles. There are special lanes in the streets just for bicycles and traffic lights with signals just for them. The experience of riding bicycles was tremendous. It started with nervousness because the bicycles have a different size and brake system; but, after few days of practicing, it became more comfortable and natural.

During the first few days of the IP it was very difficult to communicate with some of the international people. Although the participants spoke several different languages, English was the official language in the program. Initially, it was difficult for the American students to slow down their speaking. They never thought they spoke fast; but, other nationalities would have difficulty understanding their accent. All of the European students showed great English skills. The American students could not imagine being in their shoes and trying to speak another

language fluently. Towards the end of the IP and even when the students were back at home, it was apparent that their English had changed in the pace.

A big difference between some of the European countries and America was the drinking age. In America, the drinking age is 21 and in the Netherlands, it is 16. The European students did not seem as concerned about this difference as American students. It was interesting to notice that the youth are still living under parental supervision when alcohol drinks are permitted. Each of these cultural differences certainly broadened the horizons of each student involved in the IP program.

Take Home Message

The IP experience contributed significantly to the development of future physical education teachers. The knowledge gained through teaching skill practice, friendships, and cultural experiences is irreplaceable. Traveling abroad was one of the most challenging experiences for many of the students including getting a passport, buying plane tickets, flight difficulties, and language barriers. The IP organizers planned and implemented amazing experiences for PETE students. These experiences will certainly make an impact on the teaching and learning processes in different nations.

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Active Shooters In Secondary Schools: The Unique Role of the Physical Educator

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The bell signaling the end of fourth period rings and the halls of the high school quickly come to life. Laughter and the incessant metallic symphony of lockers slamming closed fill the hallways. Moments later, the discharge of a semi-automatic pistol and screams of terror launch this school's traumatic nightmare. A student has crossed the line between fantasy and reality and has embarked on a school killing spree. Chaos and terror now run rampant. The actions that students, teachers, and administrators take in the first few seconds of this encounter can literally make the difference between surviving or a devastating alternative.

If you were teaching badmitten when the shots were fired, would you know how to respond? If your class was engaged in an activity on the playground and a student opened fire, would you know what to do? If you spent more than a few seconds contemplating what constitutes an appropriate action, lives may have been compromised. This reflection scenario was designed to illustrate the spontaneous and devastating nature of active shooter situations. This article is a call to action. Not just for physical educators but for all educators, administrators, school safety personnel, custodial staff, food service employees, bus drivers, and students. However, the physical education instructor most likely possesses several unique skills that are extremely valuable in crisis situations.

All school shootings are horrific and leave a wide trail of trauma. However, active shooter incidents impose a terror that is hard to grasp. The National Tactical Officers Association, the largest tactical training organization for law enforcement officers in the United States, defines an active shooter situation as: "Suspect(s) activity is immediately causing death or serious bodily injury. The activity is not contained and there is immediate risk of death or serious injury to potential victims." (NTOA, 2003) School shootings and active shooter incidents are not a new crisis we are facing; yet, our understanding, preparation, and training for them remains limited, if not non-existent. The International Action Network on Small Arms reported that from February 1996 to November

2005, there were more than thirty-three separate school shooting incidents in the United States. (IANSA, 2006) Furthermore, media coverage of the active shooter incidents of Columbine High School put this issue on the front pages of every newspaper across the country. The extensive media coverage surrounding school shootings begs the question, "Why are so many teachers and educators confused about how to respond?"

The answer is, "For many reasons." An obvious factor in providing all schools with training in active shooter response is related to resources. Information from previous incidents must first be collected and studied by experts. In 1999, the Federal Bureau of Investigation (FBI), Critical Incident Response Group (CIRG), and the National Center for the Analysis of Violent Crime (NCAVC) conducted a study and symposium on school shooters. A rigorous review of eighteen school shooting cases, including Columbine High School, was conducted to, "...develop a better understanding of these events—the incident itself and the shooter, his background, the school, and other social dynamics which may have influenced the crime."(NCAVC, 1999)

Following such a study, the information must be disseminated to experts who can supplement the finding with emergency action plans, risk assessments, risk mitigation strategies, and training. These experts must then prepare an army of instructors to train individual school safety committees and police departments. Such an

Invited Article: Active Shooters in Secondary Schools

evolution takes a great deal of resources, both human and financial.

The second reason for the delayed delivery of information and training is psychological. An active shooter incident is an atrocity that places a human's capacity for evil, front and center. These situations are the embodiment of psychological trauma which is characterized as including feelings of "intense fear, helplessness, and horror". (Diagnostic and Statistical Manual of Mental Disorders, 2000) Human beings have a history of trying to deny that atrocities can happen to them. Judith Herman, in her book, *Trauma and Recovery: The aftermath of violence—from domestic abuse to political terror* (1997) states, "The ordinary response to atrocities is to banish them from consciousness." ... Atrocities, however, refuse to be buried. Equally as powerful as the desire to deny atrocities is the conviction that denial does not work"(p.1). Not only do humans want to deny that bad things can happen to them, they also are prone to deny they have suffered trauma when they have been exposed to atrocities. In light of these considerations, it is not surprising that many schools haven't received active shooter training.

For the sake of students, educators must move past their fears and resource limitations and take accountability for preparing for the worst. The first step is education. The NTOA collected active shooter information from police reports across the nation and delineated a summary list of what is known about past incidents. While their compilation is too extensive for this article, five specific points highlight the devastating and destructive nature of these situations.

The first commonality that comes to light when examining these scenarios is their spontaneous nature. They seem to come out of nowhere and without provocation. This statement is somewhat misleading if you read beyond the initial shooting spree. Yes, the specific time and day of the shooting is typically a surprise to everyone but the shooter; but, there are generally warning signs long before the first shot.

The second summary point states that the average active shooter scenario, from first shot to last shot, lasts 17 minutes.

Thirdly, most victims are shot during the first three minutes of the incident.

The next two points, when juxtaposed with the first three, illustrate very clearly why schools must take accountability for dealing with these situations.

For the past sixty years, our society has come to rely on Special Weapons and Tactics (SWAT) teams from local or municipal law enforcement departments to handle such high-risk situations. The quickness with which active shooter incidents evolve has forced the law enforcement community to change its response.

The fourth summary point states that the time required for SWAT to arrive is too late in such situations.

Anecdotal evidence (Terre Haute, IN Police Department SWAT Team, North Little Rock, AR SWAT Team, personal communication, November 2006) indicates that the average time it takes a SWAT team to don their gear and assemble is 45 minutes. Obviously, this is far too slow to successfully interdict.

Point number five illuminates the reality that patrol officers will be the first responders to an active shooter situation. Additional anecdotal (National Criminal Justice Command College, VA personal communication, August 2007) evidence gleaned from patrol officers indicated that their average response time to a "shots-fired" call at a school in their city ranged from three to seven minutes. The variance in their responses was related to the size of the city and the number of officers on duty at various times of the day.

<p>Table I</p> <p>Lessons Learned from Previous Active Shooter Incidents</p> <ol style="list-style-type: none">1.Active shooter incidents are spontaneous.2. The average active shooter incident lasts 17 minutes.3.The majority of injuries and deaths occur in the first 3 minutes.4.Traditional SWAT team response takes too long to be effective.5.Resolution most likely by patrol officers. <p>Note: From National Tactical Officers Association Active Shooter Instructor Certification Manual, 2003.</p>
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Consider another quick reflection scenario. It's 11:30 on a beautiful Wednesday morning. Students exit their classrooms on their way to lunch and shots are fired. The principal quickly calls 911 and police are dispatched to the high school. For the sake of this scenario, the response time for law enforcement was five minutes. If the NTOA's statistics hold up in this experiment, the majority of the shooting has transpired before the first officer arrives on scene.

What this reflection scenario painfully illustrates is that schools cannot simply wait for police to resolve these situations. Part of the solution must come from inside the school. The NTOA and other training organizations, such as the International Tactical Officers Training Association (ITOTA), are encouraging schools to take a "role specific" approach when responding to an active shooter.

Administrators, teachers, students, and law enforcement officers all have specific roles that, if executed, aid in the rapid resolution to these situations. In chaotic scenarios, it is easy for various groups to become liabilities to one another. When teachers and administrators execute specific actions in active shooter situations, they not only save students lives, they become facilitators for first responders.

So, what are the specific actions that each constituent should execute? Unfortunately, there is no simple answer to this question. Your response is dependent on many variables; however, the NTOA (2003) and the ITOTA (2008) both recommend the following general courses of action:

- When appropriate, encourage students to get out of the building and take cover behind a structure that a bullet cannot penetrate. Encourage them to stay hidden until police reach them or they announce that it is safe to move to them. The caveat to this response is that the students must understand what “cover” entails. A holly bush in the courtyard does not constitute cover.

- If you are unsure where the shots are originating or which exit is safe to use, it is recommended that you secure your classroom.

- Cover your classroom door window, lock and barricade the door, grab your crisis kit (see table 2), and move students to a corner of the room that is out of view of the shooter.

**Table II
The Crisis Kit**

Contents

Justification

Flashlight

Provide a limited and directed light source in low-light areas.

First Aid Kit

Provide limited medical care to minor injuries.

Tourniquet

Provide immediate care to arterial bleeding.

Orange Juice

Prevent/Respond to a diabetic reaction.

Candy Bar

Prevent/Respond to a diabetic reaction.

Room Roster

Accountability of who is in specific classroom during day.

Note: From the International Tactical Officers Training Association Active Shooters in Our Schools Workshop, 2008.

- Barricading the door is critical. Piling desks, filing cabinets, and other furniture against the door serves two purposes.

First, it slows down access into your classroom. Slow access is very important because the shooter is trying to create as much trauma as possible in a short amount of time. They typically don't work to get in locked and barricaded rooms.

The second function of lining the entrance with furniture is that it creates a bullet trap for rounds that are shot into the room. The bullet will strike the furniture

and ricochet, causing it to lose velocity and lessening its potential to injure.

**Table III
Classroom Response Steps
Evacuate if safe to do so.**

If unsure of safe escape, lockdown classroom.

Pull blinds on door windows.

Barricade doors.

Position students in blind corner or area of room providing limited visual access to shooter.

Note: From National Tactical Officers Association Active Shooter Instructor Certification Manual, 2003.

While teachers are directing students out of the building or securing their classrooms, administrators have unique roles that they must execute as well. Several actions should take place very quickly when shots are fired in a school:

- An administrator must make a school-wide announcement regarding the situation. Many schools use a color code system for security issues.

- A code RED announcement, for instance, might cue teachers to lock down their classrooms.

- While the announcement is being made, another administrator or staff member should be calling 911 and providing law enforcement officers with any information that they have gleaned.

- Another administrator should be grabbing the building schematics and heading outside to meet law enforcement and assist them by providing information regarding the status of the incident and any information the officers need regarding access and layout of the building.

**Table IV
Front Office Response Steps
Make school-wide situation announcement.
Call 911.**

Meet arriving law enforcement officers with school blueprints.

Note: From National Tactical Officers Association Active Shooter Instructor Certification Manual, 2003.

While all teachers and administrators play a pivotal role in protecting their students, the physical education instructor faces some unique challenges. Most physical education classes are not taught in traditional classrooms that can be locked and barricaded quickly. Many physical education classes are held in gymnasiums or on courts, fields, or playgrounds. Physical education teachers should, therefore, practice getting their classes

into a locker room or storage room that has an internal locking mechanism. If you don't have this option, begin discussions with your principal and safety officers about the need. The ITOTA also advises physical education teachers to practice active shooter drills if your classes utilize outdoor courts, playgrounds, or fields. These drills consist of instructing students to run toward a structure of concealment. Similar to tornado and fire drills, active shooter drills are designed to help prepare students and teachers to best deal with these situations.

Table V

Physical Educator Action Steps for Non-Classroom Settings

Evacuate if it is safe to do so.

If unsure of safe escape, lockdown in locker room or storage unit.

Barricade door.

Position students in blind corner.

If on outdoor court, playground, or field, train students to run to concealment.

Note: From the International Tactical Officers Training Association Active Shooters in Our Schools Workshop, 2008.

Physical education teachers can also play a pivotal role in keeping students safe during passing periods or any other time of mass student gatherings. In many schools, the physical education teacher is the only faculty member who instructs every student in the school. Such familiarity in a time of crisis is helpful in establishing a leader who the students can look to for direction. Furthermore, if the teacher knows the students' names, their ability to get compliance increases greatly. The use of names or pointed directions is standard protocol in other high stress situation preparation, such as CPR training. The idea behind its use is to "snap" someone out of a state of shock and assign them an action for which they are accountable. Another unique strength of many physical educators is their ability to project their voices. Voice projection in a gym, court, or playing field is different than in a traditional classroom. Physical educators are conditioned to carry their voice over ambient noises and across large spaces. It is not hard to conceive how this skill could be extremely useful in a crisis situation. It is also possible that the physical education teacher will have a whistle with him or her that could be used to get students' attention and provide direction. The traditional apparel of physical educators is another unique potential advantage in responding to an active shooter situation. Clothing that is designed for movement might benefit the physical educator in clearing large areas of the building and getting students out of hallways and into classrooms.

Table VI

Physical Educators' Unique Crisis Qualities
Most, if not all, students are familiar with the physical education instructor.

Physical education teacher typically knows most students' names.

Ability to project voice.

Often wearing clothes that allow for active movement.

Often wearing whistle that can be used to gain students' attention.

These actions seem simple on the surface; but, under extreme stress even the most rote actions can become a challenge to execute. These actions must be trained periodically and under as realistic conditions as possible. Schools have been conducting fire drills for decades to ensure that teachers and students understand how to respond in such situations. It is now time to add another drill—an active shooter response.

Active shooter situations have become a terrifying reality for institutions of learning. Data collected on multiple active shooter incidents illuminate the need for teachers and administrators to execute specific actions to help mitigate the trauma surrounding these atrocities. The unique nature of the physical educator's profession may allow them to play a significant role in keeping students safe in times of high fear. Understanding how to be an asset rather than a liability to arriving law enforcement officers is critical. Education and training is paramount in keeping students safe.

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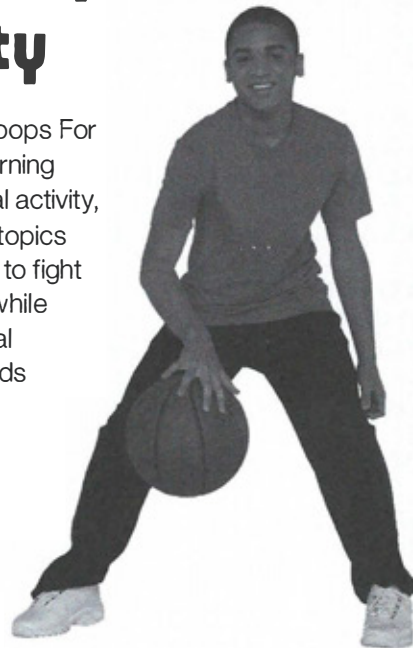
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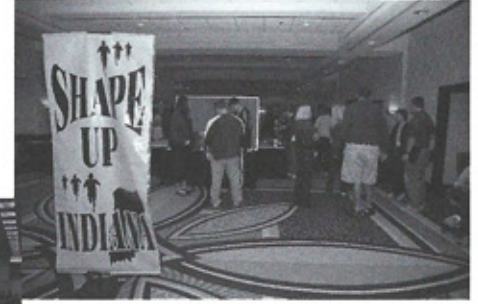
- Obesity and physical inactivity are major risk factors for cardiovascular disease.
- On average, American children and adolescents spend nearly 4 hours watching television every day.
- Obesity among our nation's youth has tripled in the last two decades.
- Overweight adolescents have a 70 percent chance of becoming overweight adults.
- Some experts predict that, for the first time in history, because of inactivity and obesity-related illnesses, children's life spans will be shorter than their parents'.
- A number of studies have demonstrated that increased physical activity is linked to better school performance.



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2008 IAHPERD Recognition Awards

Members of the Association have distinguished themselves in service to the profession and were recognized at the Awards Celebration at the State Conference. Various awards and scholarships were given to recognize the achievements and contributions of outstanding health, physical education, recreation, dance and sport professionals.

Honor Award

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



Susan Flynn is a Clinical Associate Professor at Purdue University in the Health and Kinesiology Department. She teaches courses in Adapted Physical Education, Elementary and Secondary Methods, Rhythms and Dance and Motor Development.

Susan believes that for teacher education to be effective, it must be individualized and student-centered. She fosters student involvement in the learning process through multi-sensory approach incorporating the use of visual aids, technology, hands on experience and the process of learning by doing. Most notably Susan has a passion for students helping them become professional leaders evidenced by her dedication, commitment and service as the Advisor to the American Alliance, Indiana and Midwest Associations Council of Future Professionals. Susan is Director of Undergraduate Studies, a member of the Administrative Team and a Teaching Assistant mentor and advisor for the Health and Kinesiology Undergraduate Majors Club at Purdue. Susan has presented her ideas at state and national workshops and conferences which promote excellence in teaching. She has co-authored articles for the Teaching Elementary Physical Education Journal and AAHPERD Update. Her grant success has allowed the purchase of innovative physical education and adapted equipment for field-based classes. Susan writes, "I endeavor to develop enthusiastic student leaders who lead by example and embrace the importance of helping young people value an active and healthy lifestyle. My ultimate goal is to show my college students that they have the skills and knowledge to instill and encourage a love for physical activity through their lessons and their community service."

Legacy Award

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



Pat Zezula has made significant contributions to the profession during her 37 years as teacher, coach, and administrator at Huntington College. Pat has been instrumental in the evolution of women's athletics as we know it today through what some of us remember as college team play days or sports days. For 15 years she was the head coach for every woman's sport at Huntington College. In 1982 she was named the athletic director making her the first female intercollegiate athletic director in Indiana. Pat served as state chair of the Indiana Women's Intercollegiate Sports Organization and worked on numerous committees to promote women's sports programs. She was inducted into the Huntington College Hall of Fame in 2003. Pat promoted the profession and served the Association through her work on numerous committees (Handbook Chair, Higher Education Council Committee, Fitness Festival Committee, Financial Management Committee, District 3 Member at Large) and became President of IAHPERD in 1992. Pat was also involved in the Midwest Association serving on a variety of committees (Finance, Promotions, Section Chair for several district offices and committees). She has provided her expertise to surrounding colleges as a consultant for their curriculum reviews. Her involvement in the community has been notable in a number of agencies (County Extension Service, Pathfinders Group, and women's church groups).

Teacher of the Year Awards

The Teacher of the Year Awards recognizes 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 with dance being a possible exception.



Physical Education Teacher of the Year - Secondary School

Deborah Riga teaches physical education and health at Columbus North High School, Columbus. Deborah designed a curriculum which resulted in a book adopted for student use at Columbus North where students are engaged in sport-related and fitness-related units. Deborah uses a variety of methodologies to motivate students including heart monitors, body fat analyzers, heart adventure and digestive system obstacle courses and has written grants to purchase equipment for her sports units. Deborah is cognizant that not all students learn in the same way. She modifies skills and game situations to accommodate those with learning disabilities. Deborah not only talks the talk, she walks the talk. She participates in mini-marathons, walks with teachers after school, and engages in fitness initiatives in her community. Deborah is active in IAHPERD serving on committees and making presentations at colleges throughout the state.

She has presented her ideas on portfolios, imaginative equipment and technology at state meetings. Steve Gobert, Health and Physical Education Coordinator, writes, "Debbie is an individual that is passionate about her teaching, school, family, students and the subject she teaches. Debbie is constantly seeking new and better ways to educate students. Debbie is the go-to-person in our school when a volunteer is needed."



Physical Education Teacher of the Year – Middle School

Audra Offutt teaches physical education at Helfrich Park Middle School, Evansville.

Audra has been instrumental in expanding opportunities for students to learn about physical activity and fitness. She has written several grants which resulted in a mini-fitness center including but not limited to air dyne bikes, treadmills, elliptical machines, stair-masters, heart monitors, pedometers and DDR. Students participate in a wide variety of sports, fitness and interdisciplinary activities designed to satisfy the national standards and instill a value for physical activity and fitness. Audra has been instrumental in developing extracurricular activities such as a morning walking club, after school fitness club, the Mighty Milers Club, bowling league and Cardio Club. Audra writes, "I believe it is very important to 'practice what you preach.'" She is an avid runner participating in half-marathons and runs to promote disability awareness. Tim McIntosh, Principal, writes, "As a former Physical Education practitioner, I admire the commitment,

knowledge and desire for professional development that Mrs. Offutt possesses. I feel extremely fortunate to have an individual of her character, charisma and caring personality educating the children of the community in which I live."



Physical Education Teacher of the Year – Elementary School

Elise Studer-Smith teaches elementary/middle school physical education at Sunman-Dearborn Intermediate School, West Harrison. Elise's program embraces the goal of NASPE... "to develop physically educated individuals who have knowledge, skills and confidence to enjoy a lifetime of healthful physical activity." Her curriculum emphasizes fitness and fundamental skill development and integrates homework to reinforce what is discussed in academic classes. Elise has been instrumental in developing facilities to expand her program and challenge her students including a climbing wall, fitness trail, Heart Challenge Course, Polar heart monitors, pedometers, etc. She uses thematic units to keep activities engaging. Elise is generous with her time and talent. She organized a fund raiser, Walking to New Orleans, to help raise awareness and money for those affected by Katrina. She has also organized over 24 Jump Rope for Heart events. Elise's professional involvement is exemplary. She has served the IAHPERD Association

as Adapted Program Director, Awards Committee member, Regional Coordinator, Jump Rope for Heart Program Director, etc. Elise has also served the Alliance working on a PEP Grant Committee and NASPE Public Relations Committee. John Roeder, Superintendent, writes, "Elise is an exemplary teacher and the most dedicated person I know to the goal of improving fitness and health for all Indiana school children."



Health Education Teacher of the Year

Barbi Kern teaches health at North Central High School, Indianapolis. She believes students need to have content information and be able to apply that information in a meaningful way. Barbi utilizes a variety of resources to assist students in understanding the consequences of their decisions and choices. Such resources include The Ruth Lilly Health Education Center Outreach Program on HIV/AIDS, The Lilly Grant Foundation Drug, Alcohol and Tobacco Survey, Pathway Family Rehabilitation Center where teens talk with high school students about their experiences with drugs and addiction, Lungs for Life, Indiana Youth Risk Behavior Survey and National Day for Teenage Pregnancy Survey. Barbi is a member of the IAHPERD Health Program Council responsible for programming for the state conference. She is a member of the North Central High School Professional Development Committee and the Technology Committee responsible for

programming for faculty. Lisa Angermeier, Clinical Assistant Professor, writes, "Barbara is a colleague I know I can count on for assistance. I know my students will observe a highly qualified, energetic and effective teacher. She's an invaluable resource."

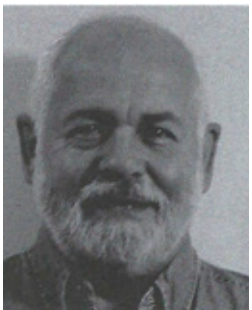


Dance Educator of the Year

Connie Walters teaches physical education at Perry Meridian High School. She initiated an elective dance class for juniors and seniors in 1988. Her students not only learn to dance but to choreograph and design and produce stage productions. Students learn a variety of dancing ranging from traditional square, line and ballroom dances to jazz and contemporary dances. Students are treated to a field trip to see a professional dance troupe. Students also participate in a service learning project where they teach dances to elementary school students. Connie writes, "I enjoy teaching dance. It's fun to see my students grow over the course of a year. I have students that have no background in dance yet put together amazing dances at the end of the year."

Sport Management Award

The Sport Management Award recognizes the work of an individual who exhibits excellence in sport management education at the college/university level.



Tom Sawyer is a Professor at Indiana State University. Dr. Sawyer had over 170 articles published in professional journals and has both written, co-authored or edited 12 textbooks and over 30 book chapters in sport management and facility design. He is the current Editor of the world renowned AAHPERD "Facility Design and Management" book. Tom has given over 200 professional presentations. He has conducted many interscholastic coaching (Indiana LANSE coaching education program) and sport management workshops throughout Indiana over the past twenty years and is president of the Indiana Center for Sport Education, Inc. He was the executive director of the Society for the Study of the Legal Aspects of Sport and Physical Activity (SSLASPA) now "Sport Law and Recreation Association" and was the editor for the Journal of Legal Aspects of Sport. In 1988, Tom was responsible for the development of Indiana State University's graduate sport management program and later the undergraduate program. These

programs are the only NASPE/NASSM approved programs in Indiana. Tom's contributions to the profession include: chair of the Council on Facilities and Equipment (CFE) of the American Association for Physical Activity and Recreation (AAPAR) of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), president of the American Association for Active Lifestyles and Fitness (now AAPAR) of AAHPERD, president of the Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD), founder of the Sport Management Council for IAHPERD, and AAHPERD Board of Governor Representative for AAPAR. Tom has received the AAHPERD Honor Award, AAALF Honor Award, IAHPERD Honor Award, CFE Honor Award, CFE Professional Recognition Award, SSLASPA Honor Award, SSLASPA Leadership Award and Safety and Risk Management Council Scholar Award. He is also a co-founding member of the North American Society for Health Physical Education, Recreation, Sport and Dance Professionals (NAS Fellow).

Leadership Award

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



Guoyuan Huang epitomizes the concept “leader.” Guoyuan is an Associate Professor of Physical Education at the University of Southern Indiana where he teaches exercise physiology, testing and prescription and measurement. Dr. Huang is an active member in his profession. He has served on Region 1 and Higher Education & Research Councils for IAHPERD. He is a member of the Fitness and Wellness Council of AARAP, the FWC Publication and Publicity Committee, the Newsletter Committee of the CAAD Council of AAPAR, and the Research Committee of the CAAD Council of the AARAR. He is a reviewer for Medicine & Science in Sports and Exercise, and 2008 International Convention on Science, Education and Medicine in Sport connected to the 2008 Olympic and Paralympic Games. Dr. Huang has published 30 scholarly works in peer-reviewed, national/international journals. He has delivered 12 national/international and 14 state presentations. His Department Chair writes, “Dr. Huang is a quite, reserved individual – kind and respectful by nature. He isn’t one to promote himself, brag about his accomplishments, but

he is an accomplished man. I can point to him with confidence and tell my students, model yourself after him. I know of no better role model.”

Young Professional Award

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



Rebecca Zakrajsek is an Assistant Professor in Physical Education at Indiana State University where she teaches courses in sports psychology. She is the Coordinator for the Master’s Coaching Education Program, Chair of the Coaching Education Curriculum Committee. She serves as a reviewer for the Journal of Sport Rehabilitation and Athletic Insight: The Online Journal of Sport Psychology. She consults with teams at the collegiate level providing performance enhancing counseling. She has begun to evolve a scholarly agenda having her ideas published in the Journal of Coaching Education and in Athletic Insight. She has had two technology mini-grants funded. The grants involved biofeedback as a tool to maximize student learning of mental skills. She has presented interactive workshops in the local community as a part of a Performance Enhancement Workshop Series. Jeff Edwards, Acting Chair of Physical Education, writes, “She is fulfilling the promise that we saw when we selected her as a faculty member in our department. She has had

an immediate positive impact on our curriculum, our students and our faculty.”

Special Contributions Award

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



Michael Furnish is President and CEO of Special Olympics Indiana. Even though he is outside of public school teaching/coaching, Michael has displayed distinctive leadership in our fields over the years by promoting physical activity and sport programming for children, youth and adults around the state. Michael has been an advocate speaking before educational groups promoting an active and healthy lifestyle. He has offered many sessions at the IAHPERD state conferences. Michael and Special Olympics Indiana have affected the practice of educating today’s children and adults with disabilities by providing effective sports training and physical fitness opportunities for its participants and Hoosier citizens.

Pathfinder Award

The Pathfinder Award was established to honor members of Indiana AHPERD and the National Association for Girls and Women in Sport who have and/or continue to advocate, recruit and enhance opportunities for girls and women in sport and sport leadership initiatives.



Marilyn Strawbridge has been an advocate for women in sport for three decades. She has written numerous articles and given coaching clinics on a number of topics - nutrition, conditioning, coaching practices. While working in the Department of Defense she established women's standards for the US Army Physical Fitness Test. Marilyn coached high school gymnastics in her early career. She has served on numerous committees which have influenced the evolution of women's athletics. They include but are not limited to the National USA Gymnastics Board of Directors, JANWS Vice-President for Advocacy, Advisor for the Federation of State High School Gymnastics Association, coach of the Indianapolis Peace Games, National Figure Skating Symposiums. Marilyn's current interests involve work with and research about women master athletes.

Outstanding Student Award

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



Chelsea Bower attends Manchester College majoring in Health and Physical Education. Chelsea leads an active lifestyle. She is a member of the women's cross country team and is a cheerleader. Chelsea is an Activity Director for the department's SHAPE Club. Chelsea is responsible for coordinating the Jump Rope for Heart service project. She also serves on the Planning Committee for the Student Education Association (SEA) and is a member of the Indiana AHPERD Council for Future Professionals. Council initiatives include promoting professional involvement and through Super Stars for Students, making presentations at the state conference and serving as a board member. A professor writes, "Chelsea is a very capable future professional and will be the kind of teacher who accomplishes great things with her students. She serves as a positive role model epitomizing personal health and enjoyment of physical activity."

Jean Lee/Jeff Marvin Collegiate Scholarship Awards

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

Alyssa Davis attends the University of Southern Indiana where she is majoring in physical education teaching. She is an excellent student supporting a 4.0 GPA. She has received The Dean's Scholarship, Department Scholarship, Rachel Younker Memorial Scholarship and Expository Writing Awards, etc., which are a testament to her commitment to academics. Alyssa has maintained two part-time jobs, 16-32 hours per week, throughout college and has driven an hour to the university every day in pursuit of her education. A teacher writes, "Alyssa takes the necessary steps to assure her academic priorities are not ignored by attending school full-time, commuting 1 hour daily and working two part-time jobs. If you are seeking an award applicant who not only has the knowledge, but the drive and determination to succeed then you must not overlook Alyssa."

Angela Heyer attends Ball State University where she is majoring in physical education teaching. She is an excellent student supporting a 3.5 GPA. Angela has been a member of the women's soccer team for four years at BSU. She has been on the Dean's List and has earned Mid-American Conference Academic Team honors. She is a member of the Athletes in Action, a Christian organization, and has done community service through CAPE reading program in elementary schools, involvement with Academic Achievers and Buley Center. A teacher writes, "Clearly I think Angela is going to make an excellent teacher. She is a committed, creative, and diligent young woman. Future secondary students will benefit from their interaction with Angela."

Andrew Scolaro attends Manchester College where he is majoring in physical education.

Andrew is a good student supporting a 3.2 GPA. He is a member of IAHPERD and the Council for Future Professionals, the SHAPE Club and baseball team at Manchester. Andrew hopes to attend graduate school where he will study further health issues particularly those associated with Type II Diabetes. A teacher writes, "Andrew is bright, has zeal for his profession and a strong work ethic. He is a young man on the move. He represents the quality of future professionals we desire in tomorrow's leaders."

Brian Jones attends Ball State University where he is majoring in physical education and health. Brian is a good student supporting a 3.2 GPA. Brian plans to return to his hometown, Lowell, IN, teach physical education and health, and as he states it, "truly make a difference – change the view of the typical physical education class." Brian exemplifies the term, work ethic. Brian has worked three different jobs, 35-50 hours per week and completed 15-18 credit hours a semester while in college. As if that's not enough, he is President of the Majors Club, elected by his peers. A teacher writes, "Brian is the type of student we need to continue high standards in teaching. He is conscientious, well-spoken and out-going. He is an effective leader who has high standards and exhibits positive relationships with people."

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.

Ashley Black graduated from Maconaquah High School, Peru, IN. Ashley plans to attend IUPUI where she hopes to major in health. Ashley is an excellent student supporting a GPA of 4.0. She was active in high school. She was a varsity cheerleader, a member of the National Honor Society, Student Council, Link Crew, Spanish Club, and Show Choir. Her principal writes, "Ashley has excelled in academics and has grown to a mature young woman who has become one of the leaders in the high school. She will have great success in her future. She has been one of our topnotch students, a person of outstanding character."

Kalie Creamer graduated from Elwood High School, Elwood, IN. Kalie plans to attend IU where she plans to major in Kinesiology and Sport Management. Kalie is an excellent student supporting a GPA of 4.0. Kalie was very active in high school. She was a varsity cheerleader, a member of the National Honor Society, Show Choir, Drum Major, Key Club, etc. Her principal writes, "Kalie is very self-motivated and goal oriented of highest moral character. Kalie is constantly striving to reach her full potential. She demonstrates genuine commitment to her school, leads by example and consistently stands out among other students."

Allison Florea graduated from Marion High School, Marion, IN. Allison plans to attend IU where she plans to major in Dance. Allison is an excellent student supporting a GPA of 3.8. She was very active in high school where she was a member of the softball team, Fellowship of Christian Athletes, MHS Dance team (Captain), National Honor Society, etc. Her teacher writes, "Allison is a determined person who will go the extra mile to achieve her highest potential. Allison's determination that made the difference between her being an A student instead of a B student is but one example which demonstrates the kind of work ethic I saw in her many times."

Jenise Wehmiller graduated from New Albany High School, New Albany, IN. Jenise plans to attend Indiana University South East where she plans to major in Physical Education and Health teaching. Allison is an excellent student supporting a GPA of 3.5. She was Captain of the varsity cheerleading squad, participated on the varsity girl's golf team and the track and field team. She was a member of the National Honor Society and a member of the Student Council. Her cheer coach writes, "Jenise not only has an immense amount of talent, but is also kind, responsible and has a great work ethic. She is the type of student any coach or educator hopes to work with."

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colleague, student, or your Principal



Chelsea Bower, President Stubbeman



Marilyn Strawbridge, President Stubbeman



Michael Furnish, President Stubbeman



Rebecca Zakrajsek, President Stubbeman



Pat Zezula, President Stubbeman



The 2008 IAHPERD Award Winner



Tom Sawyer, President Stubbeman



Pat Zezula, President Stubbeman



Susan Flynn, President Stubbeman



Connie Walters, President Stubbeman



Elise Studer-Smith, President Stubbeman



Audra Offutt, President Stubbeman



Deborah Riga, President Stubbeman



Guoyan Huang, President Stubbeman

Congratulations to the Jump Rope for Heart and Hoops for Heart Winners!

Top Ten Hoops for Heart Winners

Ray Alvey	\$16,347.98	Noblesville Intermediate School (Noblesville)
Royann Hammes	\$ 9,601.42	Westfield Intermediate School (Westfield)
Nick Bamber	\$ 9,414.64	Liberty Intermediate School (Chesterton)
Nicole Wilson	\$ 7,688.50	Westchester Intermediate School (Chesterton)
Scott Rees	\$ 7,004.28	Albion Elementary School (Albion)
Cheryl Nattermann	\$ 5,309.22	Delphi Community Elementary School (Delphi)
Char Groet	\$ 4,858.00	Kankakee Valley Intermediate School (Wheatfield)
Sarah Zachery	\$ 4,819.16	Indian Creek Intermediate School (Trafalgar)
Nico Tigulis	\$ 4,749.36	Cedar Canyon Elementary School (Fort Wayne)
Cherie Whitaker	\$ 4,350.15	Franklin Township Middle School (Indianapolis)

Top Ten Jump Rope for Heart Winners

Jerry Michner	\$19,116.48	Watson Elementary School (Schererville)
Doug Atkinson	\$18,834.59	Hazel Dell Elementary School (Noblesville)
Pam Day	\$15,871.92	Indian Creek Elementary School (Indianapolis)
Dale Berry	\$15,461.00	Floyds Knobs Elementary School (Floyds Knobs)
Tara Bertram	\$14,595.15	Harrison Parkway Elementary School (Fishers)
Clint Cushman	\$14,199.88	College Wood Elementary School (Carmel)
Ann Gandolph	\$13,880.11	Maple Grove Elementary School (Bargersville)
Sherry Sutton	\$13,256.11	Kennedy Primary School (South Bend)
John Zangrilli	\$12,357.00	Woodbrook Elementary School (Carmel)
Dawn Colley	\$12,193.25	Cedar Elementary School (Avon)

Top Ten Jump Rope for Heart/Hoops for Heart Combined Winners

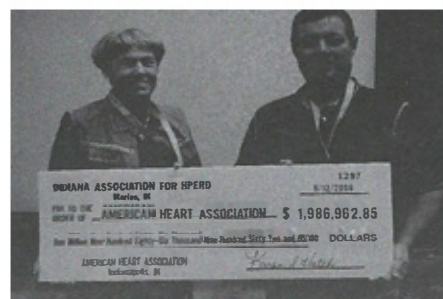
Rod Sutherland	\$25,356.28	Geist Elementary School (Fortville)
Katie Schnieders	\$14,000.25	Christ The King School (Indianapolis)
Marsha Smith	\$11,058.75	Rockville Elementary School (Rockville)
Megan Spoonemore	\$ 8,259.81	Pittsboro Elementary School (Pittsboro)
Robin Walker	\$ 7,975.00	Towne Meadow Elementary School (Carmel)
Deb Jackson	\$ 7,918.67	New Britton Elementary School (Fishers)
Roni Boehnlein	\$ 7,819.30	Southport Presbyterian School (Indianapolis)
Kathy Gruenewald	\$ 6,687.90	Eisenhower Elementary School (Warsaw)
Zach McKinney	\$ 6,041.50	Mintonye Elementary School (Lafayette)
Tim Clark	\$ 5,752.90	Bittersweet Elementary School (Mishawaka)



Dale Berry, President Stabbeman



Heart Winners



Dale Berry, President Stabbeman

Top 20 Jump Rope for Heart Schools

2007-2008



- 1) Watson Elementary School \$19,116.48 (Schererville)
- 2) Hazel Dell Elementary School \$18,834.59 (Noblesville)
- 3) Indian Creek Elementary School \$15,871.92 (Indianapolis)
- 4) Floyds Knobs Elementary School \$15,461.00 (Floyds Knobs)
- 5) Harrison Parkway Elementary School \$14,595.15 (Fishers)
- 6) College Wood Elementary School \$14,199.88 (Carmel)
- 7) Maple Grove Elementary School \$13,880.11 (Bargersville)
- 8) Kennedy Primary School \$13,256.11 (South Bend)
- 9) Woodbrook Elementary School \$12,357 (Carmel)
- 10) Cedar Elementary School \$12,193.95 (Avon)
- 11) Jefferson Elementary School \$12,080.48 (Goshen)
- 12) Demotte Elementary School \$11,588.78 (Demotte)
- 13) Fall Creek Elementary School \$11,020.50 (Fishers)
- 14) Protsman Elementary School \$10,942.35 (Dyer)
- 15) Bradie M Shrum Upper Elementary \$10,794.95 (Salem)
- 16) Eastern Pulaski Elementary School \$10,771.68 (Winamac)
- 17) West Clay Elementary School \$10,728.60 (Carmel)
- 18) Thomas Jefferson Elementary School \$10,597.71 (Jeffersonville)
- 19) Bright Elementary School \$10,251.44 (Lawrenceburg)
- 20) Bibich Elementary School \$10,177.07 (Dyer)

Top 20 Hoops for Heart Schools

2007-2008



- 1) Noblesville Intermediate School \$16,347.98 (Noblesville)
- 2) Westfield Intermediate School \$9,601.42 (Westfield)
- 3) Liberty Intermediate School \$9,414.64 (Chesterton)
- 4) Westchester Intermediate School \$7,688.50 (Chesterton)
- 5) Albion Elementary School \$7,004.28 (Albion)
- 6) Delphi Community Elementary School \$5309.22 (Delphi)
- 7) Kankakee Valley Intermediate School \$4858.00 (Wheatfield)
- 8) Indian Creek Intermediate School \$4,819.16 (Trafalgar)
- 9) Cedar Canyon Elementary School \$4749.36 (Fort Wayne)
- 10) Franklin Township Middle School \$4350.15 (Indianapolis)
- 11) Kyle Elementary School \$3864.11 (Portage)
- 12) Wea Ridge Elementary School \$3546.55 (Lafayette)
- 13) Maple Creek Middle School \$3469.10 (Fort Wayne)
- 14) North Harrison Middle School \$3416.00 (Ramsey)
- 15) Granville Wells Elementary School \$3332.00 (Jamestown)
- 16) Madison Junior High School \$3283.00 (Madison)
- 17) West Noble Middle School \$3134.05 (Ligonier)
- 18) Jimtown Intermediate School \$3037.97 (Elkart)
- 19) Mt. Vernon Intermediate School \$3035.80 (Fortville)
- 20) Grandview Elementary School \$3015.00 (Connersville)

Top 20 Jump Rope/Hoops for Heart Combined Event Schools

2007-2008



- 1) Geist Elementary School \$25,356.28 (Fortville)
- 2) Christ the King School \$14,000.25 (Indianapolis)
- 3) Rockville Elementary School \$11,058.75 (Rockville)
- 4) Pittsboro Elementary School \$8259.81 (Pittsboro)
- 5) Towne Meadow Elementary School \$7975.00 (Carmel)
- 6) New Britton Elementary School \$7918.67 (Fishers)
- 7) Southport Presbyterian School \$7819.30 (Indianapolis)
- 8) Eisenhower Elementary School \$6687.90 (Warsaw)
- 9) Mintonye Elementary School \$6041.50 (Lafayette)
- 10) Bittersweet Elementary School \$5752.90 (Mishawaka)
- 11) Haubstadt Community Schools \$5697.74 (Haubstadt)
- 12) Moorhead Elementary School \$5663.90 (Indianapolis)
- 13) Riddle Elementary School \$5534.62 (Rochester)
- 14) Castle Elementary School \$5371.60 (Newburgh)
- 15) Immanuel Lutheran School \$5132.14 (Seymour)
- 16) International School of Indiana \$5094.82 (Indianapolis)
- 17) Our Lady of Grace School \$4875.25 (Noblesville)
- 18) Paragon Elementary School \$4560.95 (Paragon)
- 19) Battle Ground Middle School \$4560.57 (Battle Ground)
- 20) Monrovia Elementary School \$4490.53 (Monrovia)

2008 Midwest AAHPERD



David Anspaugh, President-elect MWAAPERD, **Tom Stubbeman**, President IAPERD.



David Anspaugh, MWAAPERD, **Barbara Kern**, AAHE K-12 Teacher of the Year.



Left to Right, Tom Sawyer, NASPE 2008 Outstanding Sport Management Professional, **Gleena Bower**, Mabel Lee Award, **Melanie DeGrand Champ**, AAHPERD National Outstanding Student of the Year, **Tom Templin**, NASPE Curriculum and Instruction Award.



David Anspaugh, MWAAHPERD, **Debbie Rega**, MWAAHPERD Secondary Teacher of the Year.

Share Your Journal with your
Principal or Dean

and National Winners



David Anspaugh, MWAAPERD, **Kim Duchane**, MWAAPERD District Honor Award.



David Anspaugh, MWAAPERD, **Susan Flynn**, MWAAHPERD District Honor Award.



David Anspaugh, MWAAPERD, **Marilyn Strawbridge**, MACUPE Scholar/ Lecture Award.



David Anspaugh, MWAAPERD, **Chelsea Bower**, Outstanding Student of the Year.

AAHPERD in
Indianapolis
March 16-20, 2010

NO IAHPERD Convention 2009

AAHPERD in Tampa

March 31 - April 4,
2009

Great Spring Break

ATTENTION

Are You Blocked? Not Receiving IAHPERD Emails?

Beginning in June 2008, IAHPERD has been sending emails to the membership via Constant Contact. However, success at reaching some of you has been limited as your email provider (your school, internet service provider, or your spam filter) has been blocking our messages. We understand keeping unwanted mail out of your inbox is important; but, we hope you will want to receive important association and conference updates.

If you have not been receiving emails from us in the last 5 months regarding the conference, you may be unable to receive email from Constant Contact because your email service (through your school) or internet service provider (ISP) is blocking emails originating from Constant Contact. Email blocking is an unavoidable part of commercial email and affects a percentage of all email users.

All successful email marketing companies and many major consumer and retail companies find at least some of their email blocked. As ISPs and corporations attempt to reduce the amount of unsolicited commercial email (spam) that their email clients receive, they also block wanted email.

The most common methods of blocking are the use of filters, blocklists, or a combination of both. Most email marketing service providers that do not require "confirmed opt in" find some of their email blocked by filters and blocklists.

The degree of blocking varies considerably by blocklist. Some block only spam while others are overly aggressive resulting in the blocking of legitimate, requested email. Those that are overly aggressive may block emails from Constant Contact. Fortunately, the most aggressive blocklists are infrequently used. Many school corporations do use highly aggressive blocklists. There is a very good chance if you are not receiving our communications; it is due to your school's filter.

Learn the steps below that you can take to alleviate this problem:

Step 1 – Check your junk mail folder for IAHPERD emails from Constant Contact. If our emails have been marked as spam, via the appropriate method of your security program, mark the sender as "safe" and/or add the sender to your contact list. The method to do this will vary depending on the security program you have installed.

If your ISP is blocking emails they consider potentially unsafe messages, continue to step 2.

Step 2 -- Provide another email address to IAHPERD.

The immediate solution is to provide another email address with an unblocked domain. This change will allow you to receive emails from IAHPERD through Constant Contact. If you do not have another email address with a different domain, may we suggest a free email account through Yahoo! or Hotmail.

Step 3 -- Contact your ISP

We encourage you to contact the customer service department of your ISP to request receipt of Constant Contact emails. A letter to your ISP not only relays your dissatisfaction but also, and most importantly, requests a lift to the block. We have drafted a sample letter that you may use to send to your ISP. We ask that you forward your complaint ticket number from the ISP to ops@constantcontact.com.

We can provide you with a template of a letter that will help you and your ISP to determine exactly why your emails are not being received and hopefully, resolve the problem. Constant Contact can then work with your ISP towards a resolution if more information is required. Contact Joyce Lucke at joyce@paragonme.net for a copy of the letter.

Do you have friends

who'd enjoy The Indiana AHPERD Journal? Send us their addresses, and we'll send them a free sample issue.

Name of Friend _____ Address _____ Your name (optional) _____

**Indiana AHPERD Journal, Karen Hatch,
2007 Wilno Drive, Marion, IN 46952**

Indiana AHPERD Council of Future Professionals



2008- 2009 Board of Directors



2008- 2009 Catherine Wolfe Award Winners

Left to Right, Janell Brown, Purdue, Sara Sheridan, Univ. of Indy, Tyler Smith,
Manchester, Jennifer Meyers, USI, Jacqui Retter, Anderson Univ.

2008 Conference Dance Social





2008 Conference in Review



Making the Most of Your AAHPERD Membership

The American Alliance of Health, Physical Education, Recreation and Dance provides you with a wealth of opportunities to maximize your professional success.

Five National Associations, One Strong Voice

Because many of our members work across disciplines, membership includes the opportunity to join any two of AAHPERD's five national associations (students can join only one). You can customize your membership to fit your needs. A portion of your dues goes to support the programs, products, and services of the associations that you select. If your interests lie only in one area of specialization, you may request that the full amount of your dues go directly to that association. However, we recommend that members join two of the national associations to enhance the overall value of membership in the Alliance.

To review programs and services of each association visit www.aahperd.org.

- Use AAHPERD's website for the most up-to-date information.
- Update your membership account information as needed.
- Change your affiliations or your journal selection.

AAHPERD leadership was on Capitol Hill promoting health and PE during Advocacy Day June 19, 2008.

Go to the Legislative Action Center at www.aahperd.org for updates on current activities.

Strong Presence on Capitol Hill

AAHPERD provides strong representation on legislative issues at all levels of government and with other national agencies. The national associations of AAHPERD play an important role in the passage—and on-going enforcement—of Title IX; the Amateur Sport Act; Healthy People 2010; Carol M. White Physical Education for Progress (PEP) Bill, appropriating funds to support and improve physical education programs in our schools and communities; and advocating for the inclusion of health education and physical education in No Child Left Behind.

Professional Development Opportunities

AAHPERD Annual National Convention and Exposition

Bringing together more than 6,000 health, physical education, recreation, dance, and sport professionals from across the country, AAHPERD hosts the largest professional development and networking event of its kind. The event features 400+ sessions about the latest topics in our fields. See you **March 31 – April 4, 2009, in Tampa, FL, for AAHPERD's 124th National Convention and Exposition.**

District Meetings

AAHPERD's six district associations hold conventions and workshops that provide networking with colleagues in your region. This year's array of conferences includes meetings in Hawaii and Alaska. Watch for news from your district!

Seminars and Workshops

Each of the national associations provides a variety of workshops to help you stay at the front of your profession. See the websites of the national associations at www.aahperd.org for events available this summer.

Exclusive members-only savings just for you.

- Reduced registration fees for conventions, seminars, workshops, and symposia.
- Discounts on educational products and equipment for personal and professional use.
- Liability insurance and reduced rates on health, auto, and life insurance.
- Identity theft protection.



MANY VOICES . . . ONE MISSION

124th American Alliance for Health, Physical Education, Recreation and Dance National Convention & Exposition
Tampa, FL • March 31 - April 4, 2009

Premier Publications

You will receive one of AAHPERD's four primary professional journals, AAHPERD's trade magazine *UpdatePLUS*, and newsletters from your choice association(s) as part of your membership package. Did you know that for \$25 (US/Canada; \$37, foreign) you may select an additional journal? Go to www.aahperd.org – "publications" for information about all your journal options.

Guidelines for Authors

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.

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. All publications must use APA style (5th ed.).

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

Journal

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

Newsletter

- Spring Issue-Feb. 15
 Fall Issue-Sept. 15

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

2009 IAHPERD Nominations

Would you like to nominate someone for the 2009 IAHPERD Awards?
Here's how!

All current Indiana AHPERD members have the privilege of submitting nominations for each award. Non-members such as school principals or colleagues may also recommend candidates. Nominees must be an Indiana AHPERD member (except for the Special Contribution Award). Retirees may be nominated for the Honor Award or Leadership Award.

Completed nomination forms are due February 15, 2009 to the Awards Committee Chair.

An individual may be a candidate for no more than one award during any one year. If nominated for more than one award, the nominee must select one award for which he/she will submit application materials.

Nominees shall submit application materials that follow the award criteria and procedures for the specific award to the Awards Committee Chair by April 1, 2009.

Nominees who are not selected for an award in the year of nomination may maintain their nomination for two subsequent years by resubmitting application materials prior to the April 1 deadline.

In order to be eligible for Midwest District AAHPERD and AAHPERD recognition, nominees must be an AAHPERD member designating the appropriate affiliation (i.e., AAHE, NASPE, NDA). However, AAHPERD membership is not required to be recognized for a state award.

The Awards Application Cover Sheet should be attached to the applicant's responses to each of the criteria listed for a specific award and the letter of recommendation. Complete application materials should not exceed seven (7) typed pages.

Award criteria and application forms can be downloaded from the IAHPERD award web page. Complete 2009 nomination information will be available on December 1. Please visit www.indiana-ahperd.org/awards.html for award descriptions and criteria. Contact the Chair of the Awards Committee for additional information or clarification of procedures.

Renee Frimming, Chair, IAHPERD Awards Committee
University of Southern Indiana, Department of Physical Education
8600 University Boulevard
Evansville, IN 47712
(812) 464-1065
rfrimming@usi.edu

Leadership Opportunities on Councils

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

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

conference.

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

PROGRAM AREAS. The various program areas include:

1. Adapted Physical Education

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

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

INDIANA AHPERD APPLICATION FOR MEMBERSHIP

(Please Print/Type)

Last Name _____ First _____ M.I. _____

Address _____
Street

City _____ State _____ Zip _____

County _____

Telephone: Area Code (_____) _____ E-mail _____

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

New Renewal

Make check payable to: Indiana AHPERD.
Send to: Karen Hatch, 2007 Wilno Drive, Marion, IN 46952

MEMBERSHIP EXPIRES 1 YEAR FROM DATE
DUES PAYMENT IS RECEIVED.

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

Karen Hatch
2007 Wilno Drive
Marion, IN 46952

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

Karen Hatch
Executive Director, IAHPERD
2007 Wilno Drive
Marion, IN 46952
Phone: 765-664-8319
email: hatch@comteck.com

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for Health, Physical
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and Dance**



www.indiana-ahperd.org