INDIANA AHPERD JOURNAL

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Moving Forward

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

Contents

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Moving Forward

Message from the President

President's Message

Employee Recognition: The Motivation They Crave

Having recently returned from the AAHPERD (now SHAPE America) National Conference, I have a renewed excitement about the upcoming year and working to make a difference to our organization. We have a goal to positively impact those around us. In order for me to make a difference in this organization – and in order for you to make a difference in the lives of those around you – we must be purposeful in our daily leadership decisions.

Highly effective educational leaders will be familiar with and understand various styles of leadership in education in order to develop and shape their own unique leadership philosophy. The characteristics and styles of educational leadership have been studied in an attempt to address concerns held by colleagues, parents, students and society as a whole. As young educational leaders engage in reflective examination to develop a leadership style, it is imperative for that leader to be familiar with historical, contemporary, social and philosophical aspects of education. Although there are many types of leadership styles and philosophies to leadership, there is no single best way to lead and inspire others in the field of physical education and sport. Rather, it is the task of each educational leader to consider all variables such as personal strengths, personal weakness, and culture of the school/organization, needs of the community, historical aspects within the district and needs of students. By doing so, the educational leader will develop and implement a unique leadership style to guide that leader toward reaching his or her vision.

Throughout my personal and professional experiences, one particular leadership style has emerged. Participative Leadership is the style of leadership that is often utilized by effective leaders. Participative Leadership involves all members of a team in identifying essential goals and developing procedures or strategies to reach those goals. Through Participative Leadership, the leader accepts input from group members (parents, students, teachers, community members, etc.) when making decisions and solving problems while retaining ultimate decision making authority when choices are made with the belief that participative leadership tends to encourage and motivate group members and often leads to more effective and accurate decisions, since no leader can be an expert in all areas. Input from group members with specialized knowledge and expertise creates a more complete basis for decision-making and ensures the thoughtful considerations of the leader's role in larger contexts.

Performance is often a function of motivation, ability, and the environment in which one works. Having worked in a leadership role in sport and physical education for over 26 years, I've learned that professionals come in all shapes and sizes. They have a variety of different backgrounds, personalities and approaches. However, there seems to be one commonality amongst almost all professionals and leaders; the need for recognition and appropriate motivation. Identifying a motivating factor often includes goal setting. Goal-setting theory is one of the most influential theories of motivation. To motivate employees, goals need to be established. Goals should be SMART (specific, measurable, achievable, realistic, and timely). Interestingly, only about 5%-20% of professionals are what we would call "intrinsically motivated" meaning they are internally driven and don't really seek out recognition or need it to thrive. However, as many as 80% of people (leaders and professionals included), are extrinsically motivated and need ongoing encouragement, praise and recognition in order to maintain production. In fact, recognition is so important to this group that they will often put it before money as a key motivator!

For many leaders in sport and physical education, the fact that most of their team are extrinsically motivated, may come as a complete shock since many leaders are, in fact, self-motivated and don't seek out recognition themselves. Intrinsically motivated leaders may need to make a more purposeful effort in recognizing the need to provide encouragement and praise. This awareness gap can cause serious morale and productivity issues if the recognition needs of the teams are not adequately addressed. According to Schumacher, (2013) researchers found that top performers experienced a positive to negative emotions ratio at a minimum 3:1 and as high as 11:1. In other words, for a person to "thrive" he/she needs to experience at least 3 positive interactions for every 1 negative. Consider physiology when you praise a person as it produces positive emotions. In simple

terms, this causes a chemical reaction in the brain and a release of the chemical called Dopamine. This is the powerful and addictive chemical that when released, makes a person feel joy, pleasure, or pride. Negative feedback is a regular part of a professional's daily life, so you can imagine how important it becomes to give regular praise and recognition to keep them feeling upbeat and motivated.

So what are some things that leaders in sport and physical education can do to recognize and praise their team on a regular basis? A multitude of initiatives and programs can be designed that don't break the bank but produce a positive end result – happy and productive employees. Consider putting together monthly or weekly contests designed to spur innovation. Recognition could be as simple as getting a small plaque or trophy that the employee gets to display on their desk for the month, rotating to the next month's winner when announced. Or allow employees to nominate or reward other employees for exemplary actions with small monetary tokens paid for by the organization or company. Ongoing praise is also important throughout the day and weeks. Just stopping by a desk to thank a person for the extra effort they have given to a particular project will go a long way. Be transparent and approachable. Employees and team members need to feel valued. This can easily be accomplished through active listening and accepting other's points of view. The bottom line: Small amounts of recognition and praise can go a long way in producing big results.

As educational leaders identify and articulate a personal leadership style, each leader must establish a philosophy of education. Although each leader is a unique individual, the process through which leaders develop a philosophy of education will remain consistent across all highly effective educational leaders. All leaders are strongly encouraged to practice personal reflection. Identify personal strengths and areas of needed growth. Examine the organization's (i.e. team, organization, university) goals and visions, and make purposeful decisions to move the organization toward reaching those collective goals and vision. A leader makes other people feel important and appreciated. The leader excels at creating opportunities to provide rewards, recognition and thanks to his or her staff. A leader creates a work environment in which people feel important and appreciated. Following an effective leader, people accomplish and achieve more than they may ever have dreamed possible.

Thank you for the opportunity to serve the Indiana AHPERD.

Get Another Professional to Join

IAHPERD Information for Journal

IAHPERD has sent numerous e-mails since the January of 2012. Several are coming back as undeliverable since the address is a school address and the school has IAHPERD filtered out. Please check your SPAM folder to see if indianaahperd@aol.com or inahperd@inahperd.org is in there and work with your school to change that and see that our communications are reaching you. Another solution is to send your home e-mail to: inahperd@inahperd.org for an update.

Thanks!

Attention IAHPERD Members

As an association, in the future more of our communications will be done through e-mail. If you did not receive an e-mail in January or February from: indianaahperd@aol.com or inahperd@inahperd.org – please update your e-mail address.

This may be done by e-mailing your current e-mail, name, and address to:

inahperd@inahperd.org

Any questions? Contact Karen Hatch, Indiana AHPERD Executive Director at the above e-mail or by telephone at:

765-664-8319

Thanks for keeping the IAHPERD membership records up-to-date.

Future AAHPERD National Conventions

Future Convention Dates

2015

Seattle, Washington

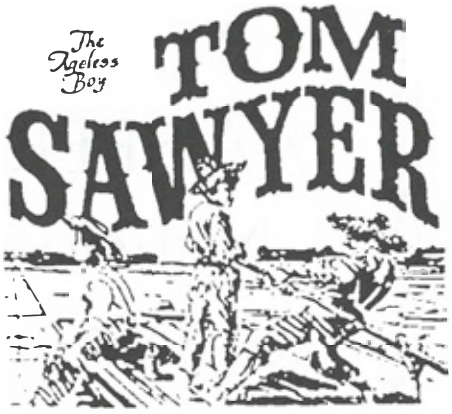
Washington State
Convention & Trade Center
March 17-21, 2015 (Tuesday-Saturday)

2016 – Minneapolis, Minnesota

Minneapolis Convention Center
April 5-9, 2016 (Tuesday–Saturday)

Conference Information at www.inahperd.org

Notions From Your Editor...



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Is It Time for a Change in the Journal?

The Indiana AHPERD Board in the spring of 1986 decided that the Indiana AHPERD Journal should become an applied research journal featuring referred (manuscripts reviewed by peers) manuscripts from health, physical education, recreation, and dance. Over the years the Journal has expanded to include manuscripts in sport and sport management. From time to time the Journal would feature manuscripts focusing k-12 games for the gymnasium and outdoors. Over the past few years the Journal has accepted manuscripts from students.

The greatest challenge for YOUR editor is to secure Indiana manuscripts. Often times the editor is forced to seek out-of-state articles to fill the 44 pages of YOUR Journal. The Journal belongs to the membership and should be supported by the membership. Members should be willing to share their unique teaching methods with other members through the Journal.

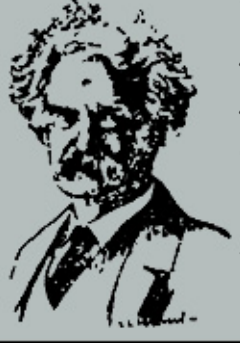
As we all move deeper into the digital age, the demand for online accessibility is increasing. This will continue to increase at a greater pace in the future. The Indiana AHPERD Board is considering moving the Journal to an electronic format. There would be a transition period of a number of years before the print edition would be eliminated. The electronic version once completely phased in would reduce costs by eliminating the need for hard copies and postage to mail the hard copies. This would be a boon for the Association by reducing overall costs by $5-8,000 annually. It would also allow the Association to digitize all back issues and make them available online for researchers and others. Would YOU be in favor of moving the Journal to an electronic format and eventually eliminating the hard copies? Let the Board and/or me know your feelings.

The Board would also like to know how you would answer the following questions related to your Journal:

- What type of articles would you like to see in the Journal?
- What type of information would you like to see in the Journal besides articles?
- Would you like to see paid advertisement in the Journal?
- Would you like to see the annual budget for Indiana AHPERD?
- Would you like to see a commentary section in the Journal?
- Would you like to see the Journal broken down into sections for – elementary physical education, middle school physical education, high school physical education, health education, coaching, sport management, legal aspects and risk management, dance, and more?
- Would you like to see more or less issues of the Journal?
- Would you like to see the Journal use a newsletter format?
- Would you like to see the Journal eliminated and more issues of the Indiana AHPERD Newsletter published (electronically)?
- Would you like the Board to continue to pay the Editor's expenses to the National and State convention as compensation for the work or would you like the editor paid a flat stipend or stipend with expenses?

As Indiana AHPERD members, the JOURNAL is yours. It is not the editor's or Board's Journal. Your VOICE is important. Contact the Board and/or me with your comments so the Board can make an informed decision regarding the future of the JOURNAL.

Thank you for your input and concern for your JOURNAL.



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

Duchane Selected to Lead Midwest Association

Kim A. Duchane, a professor of health and physical education at Manchester University in the Department of Exercise and Sport Sciences, is the new president-elect of the Midwest District of the Society of Health and Physical Educators (SHAPE America), previously the American Alliance of Health, Physical Education, Recreation, and Dance. He was elected to lead the six state district this spring at their national convention in St. Louis, MO. A nonprofit professional education association with close to 20,000 members, SHAPE America aims to enhance knowledge, improve professional practice, and increase support for high quality physical education, physical activity, dance, school health, and sport programs.

SHAPE America, which has been setting the standard for the profession for over 128 years, believes that daily physical activity is critical to improving school and work performance and the overall health of individuals. As a national spokesperson for the Midwest organization, Duchane will promote quality health, physical education, recreation, dance, and sport programs. He will also lend expertise to tackle the growing epidemic of physical inactivity in children and the importance of healthy physical activity for everyone.

"My advocacy work promoting quality health and physical education programs at the state level has been very rewarding and I hope to bring similar efforts in my new position, at the district and national level," says Duchane. "I plan to help project SHAPE America's voice even stronger to help forge strong partnerships and identify policy items that are critical to our progress in pushing physical education higher on the priority list in schools, communities, and with governmental leaders."

An established leader, Duchane has served the profession in a variety of elected and appointed positions at the state and national levels. He is past president of the Indiana AHPERD. Duchane also served on the writing team for the Indiana Physical Education Standards and Performance Indicators. At the national level, he was the co-chair of the Local Arrangements Committee for the 2010 AAHPERD National Convention. Duchane also served on the Advocacy Committee, Physical Education Ethics Task Force, and Teacher of the Year Selection Committee, as well as a variety of committees and councils in the Midwest District.

In addition to his leadership to these organizations, Duchane is the recipient of several prestigious awards including the Midwest Honor, Scholar, and Meritorious Service, as well as the Indiana AHPERD Leadership and Honor Awards. He was also honored as Teacher of the Year during his public school teaching experience in Texas. Duchane is a published author of more than 25 journal articles and has shared over 60 presentations to state and national audiences. He has also served as a reviewer for 9 professional journals and textbook publishers.

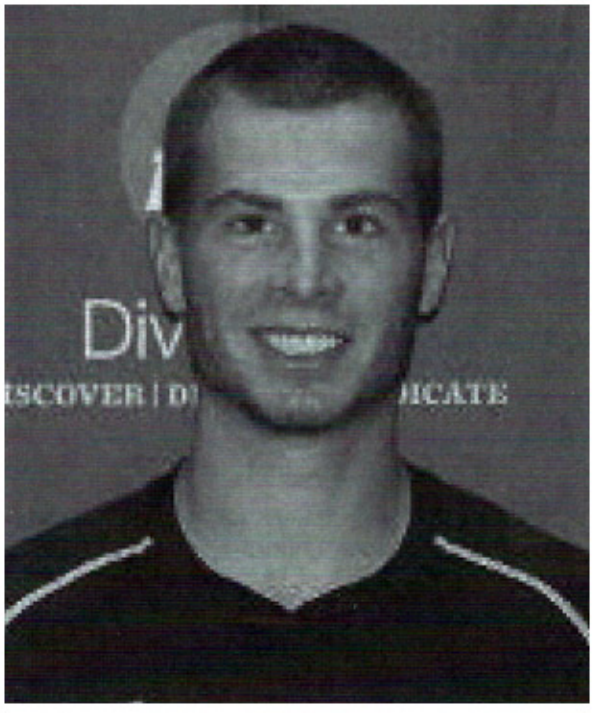
Duchane will continue teaching as a Manchester University faculty member, a position he has held for over 20 years. His focus is to help teachers learn to nurture in their students the knowledge, skills, and desire to be physically active and make healthy choices now, and for the rest of their lives. Over the course of his career, Duchane has supervised more than 100 student teachers. He teaches adapted physical education methods, elementary and secondary teaching methods, and health promotion courses at the undergraduate level at the University.

Duchane holds an undergraduate degree in Physical Education and Health Education from Northern Michigan University and a master's degree in Physical Education and Special Education from Sam Houston State University (TX). He also went on to earn a doctorate in Adapted Physical Education from Texas Woman's University.

Physical Education Teacher of the Year – Middle School

Congratulations to Beth Kriech, Physical Education Teacher of the Year – Middle School for Indiana AHPERD, Midwest AHPERD, and AAHPERD (L), and Heidi Dawn Stan, Health Education Teacher of the Year, Indiana AH PERD, Midwest AAHPERD, and AAHPERD (R).

CFP Leader Earns National Recognition



The Society for Health and Physical Educators (formally the American Alliance for Health, Physical Education, Recreation, and Dance) selected Brian W. Kautz, a junior health and physical education teaching major from Manchester University, to receive recognition as one of the Ruth Abernathy Presidential Scholars and Majors of the Year. The honor is bestowed upon the nation's top undergraduate students preparing for a career in physical education, physical activity, dance, school health and sport.

Kautz became a finalist in the running for the Presidential Scholarship when he was named the 2014 Midwest District Outstanding Student of the Year. Prior to this recognition, he was the recipient of the 2013 Indiana AHPERD Outstanding Student Award for displaying distinctive leadership and meritorious service to his profession.

The Indianapolis (Ben Davis HS) native actively serves on the Council for Future Professionals for the Indiana AHPERD and Midwest District, and represented his state at the 2014 Student Leadership Conference in St. Louis (MO). He is a "mover and shaker" who pursues every opportunity to learn, earning a 3.7 grade point average. In addition to his success in the classroom, Kautz has been recognized on the Heartland Collegiate Athletic Conference All-Academic Team as a member of the Manchester University varsity soccer team.

Kautz takes pride in his accomplishments. He is a leader on campus, serving as Treasurer of the Student Education Association. Brian also contributes his talents teaching physical education to students schooled at home, coaching athletes with disabilities in the Wabash County Special Olympics program, and tutors children in the *Partners In Learning program*.

According to Dr. Kim Duchane, Manchester University Professor of Exercise and Sport Sciences, "Brian's initiative in taking on various positions on campus and in the community speaks highly of his commitment to developing as a leader. He works hard for success, his energy is infectious, and his teaching engages students in the learning process. Brian is committed to becoming a teacher of ability and conviction who makes a difference in the lives of his students."

"It is a great honor to be recognized as a Presidential Scholar by SHAPE America.," Kautz said. "I am thrilled to be selected by such a prominent association of professionals that has the same passion and desire as me—to impact today's youth with developing a healthy and active lifestyle."

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

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An Evaluation of a Nutrition and Fitness Program for Tweens and Teens

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Abstract

The incidence of overweight and obesity has tripled among children and adolescents in all age categories (Center for Disease Control, 2008a). After school overweight and obesity programs, with the coordination of university and community stakeholders, are important for the reversal of contributing factors: (a) environmental, (b) decreased physical activity, (c) dietary patterns, and (d) low socioeconomic status. The primary contributors to overweight and obesity in children and youth are increased sedentary behavior, decreased physical activity levels, and increased intake of high fat, high calorie and non-nutrient dense foods. Therefore, the purpose of the study was to obtain descriptive data on youth ages 11-14 on their physical activity and nutrition knowledge and practices. More specifically, data was collected on dietary behaviors, physical activity, and nutrition and physical activity knowledge. Data was collected on 59 students (N=59) ages 11-14 from two schools. The schools were selected because they were considered Title I programs. For this descriptive study, means were calculated for the quantitative data using SPSS 19.0. The descriptive statistics provided information related to the dietary behaviors and physical activity behaviors of students from youth with a low socio-economic background. This study provided valuable information to collect dietary and physical activity behavior data among youth. Results from this study revealed participation in healthy dietary and physical activity behaviors among youth from a low socio-economic background is far from optimal. As seen throughout the results and discussion there are similarities and differences in the Indiana Statewide results and the results from two Midwestern schools. Regardless, the results still support the need for advocating the update of specific school health policies to support early intervention in order to make progress in the fight against obesity in Indiana.

Introduction

According to the Centers for Disease Control, approximately 17% of children and adolescence are now obese which has now tripled the rate of obesity among youth. Adolescents aged 12-19 years have increased from 5% to 18% over the same period. An examination of the primary contributors of childhood obesity may help explain the childhood obesity phenomenon. The School Health Policy (CDC, 2006) found that only 6.4% of elementary, 20.6 middle schools and 38.5% high schools provided comprehensive health education and only 3.8% of elementary schools, 7.9% of middle schools and 2.1% of high schools provide daily physical education. Most children do not meet the 60 minutes or more of physical activity. The health of youth is a growing concern due to the climbing number of children and youth who are now obese. The 2011 Obesity Action Alert reported that the primary contributors of overweight and obesity in children and youth are linked to increased sedentary behavior, decreased physical activity levels, and dietary patterns. They also report that only 20% of children meet the daily recommended servings of fruits and vegetables. Zapata, Bryant, McDermott and Hefelinger surveyed over four thousand middle school students and found that less than one fourth consumed the daily recommendation for fruits and vegetable and less than one fifth could identify the daily serving recommendation. They also found less than one fourth drank 3 or more servings of milk day. (2008). A study by Kelder et al (2006) found healthy and unhealthy behaviors develop beginning in 6th grade and remain throughout high school. After school programs to prevent overweight and obesity in children are needed where prevalence of overweight and inactivity among school children is high. There are more than 6.5 million youth in afterschool programs, ideal for reaching children in order to promote healthy

eating and provide structured opportunities for physical activity (After School Alliance, 2004). Children are less likely to consume unhealthy foods when enrolled in an after school program as opposed to being home alone.

Purpose of the Study

Childhood obesity has reached epidemic proportions in the United States and is a significant public health concern. The primary contributors to overweight and obesity in children and youth are increased sedentary behavior, decreased physical activity levels, and increased intake of high fat, high calorie and non-nutrient dense foods. Therefore, the purpose of the study was to obtain descriptive data on youth ages 11-14 on their physical activity and nutrition knowledge and practices. More specifically, data was collected on dietary behaviors, physical activity, and nutrition and physical activity knowledge.

Methodology

Participants

Data was collected on 59 students (N=59) ages 11-14 from two schools. The schools were selected because they were considered Title I programs. Title I programs were established in 1965 and are for low-achieving students and students living in poverty. Title I programs are supposed to give low-achieving students a chance just like other schools (US Department of Education, 2013). On average, the participants in this study were (a) female (61.95%) (b) age 12 (77.5%), and (c) black (55.5%). Table 1 provides additional demographics.

Table 1: Demographics

Age	Percentage
11 years old	18.2
12 years old	77.5
13 years old	24.2
14 years old	36.4
Gender	**Percentage**
Male	56.5
Female	61.9
Ethnicity	
Black	55.5
White	27.5
Latino	17.0

The Program

The Students Mentoring at Risk Teens (SMART) Youth Fitness & Nutrition After-School Program was developed by faculty and students (college/grade school) from a university located in the Midwest. The purpose of the SMART Youth Fitness & Nutrition Program was developed, "To focus on the prevention of childhood overweight and obesity through physical activity and nutrition with diverse middle school students from a low-socioeconomic background" (Bower, McDowell, Chamness, Grace, & Nelson, 2008, p. 13). The long-term benefit for the region includes better quality of life for many families in this community, a more robust work force; reduced health care costs for regional organizations, positive quality of life indicators needed for economic development, possible [SMART Nutrition and Fitness] Program replication throughout the region, as well as creates a partnership with health and physical education professionals. The program met twice a week for two hours over a 12-week period. The fitness portion lasted 60-minutes with a 10-minute break before beginning the 60-minute nutrition section.

The Fitness Workouts. The fitness workouts were based upon the Center for Disease Control (CDC) physical activity recommendations for children ages 6-17 years of age (CDC, 2013). The children performed a metabolic warm-up consisting of dance routines (i.e., cupid shuffle) and static stretching. The physical activity consisted of 60-minutes including aerobic activity, muscular strength, and bone strengthening activities. The aerobic activity consisted of 30-minutes of either moderate-intensity aerobic activity (i.e., walking) or vigorous-intensity activity (i.e., running). The second component of the fitness workout consisted of 15-minutes of muscular strength activities (i.e., curl-ups). The third component of the fitness workout consisted of 10-mintues of bone strengthening activities (i.e., jump roping). The final component consisted of a cool-down with walking and stretching. The CDC recommends at least three days a week of physical activity (CDC, 2013). Since the SMART program only met two days a week the students were encouraged to participate one more day a week of physical activity at home.

The Nutrition Lesson Plans. The purposes of the nutrition portion of the SMART Youth Fitness & Nutrition Program was increase knowledge and awareness about healthy nutrition choices to a group of middle school students and to provide college students enrolled in a teaching strategies for health education course the opportunity to teach a nutrition lesson in the real world setting. The nutrition lessons were approximately 20 minutes in length followed by 30-minutes of hands on activities utilizing information gained from the lesson. The nutrition lessons consisted of nutrition terminology, content, and activities designed to engage them in critical thinking about their own eating habits and healthier alternatives. The hands on activities included the students preparing a healthy snack based upon the lessons learned that day.

The Youth Physical Activity and Nutrition Survey (YPANS)

The Youth Physical Activity and Nutrition Survey (YPANS) was the instrument used to collect data for the 12-week SMART program. The YPANS was developed for three purposes in 2010: (a) "to provide nationally representative data on behaviors and behavioral determinants related to nutrition and physical activity among high school students, (b) to provide data to help improve the clarity and strengthen the validity of questions on the Youth Risk Behavior Survey (YRBS), and (c) to understand the associations among behaviors and

behavioral determinants related to physical activity and nutrition and their association with body mass index" (CDC, 2013, website).

Prior studies have utilized the YPANS to collect data on dietary behaviors, physical activity and nutrition and physical activity knowledge (Zapata, Bryant, McDemott, & Hefelinger, 2008) from grades 6-8. A panel of experts within epidemiology, health promotion, physical activity, nutrition examined the initial instrument to make sure the survey established content validity and avoided biased items and terms. The readability of the instrument was considered appropriate according to the Flesch Reading Ease Formula and the Flesch-Kincaid Grade Level Formula (Flesch, 1948; Steinmetz, & Potter, 1996). The YPANS had 92 items (Brender, Kann, McManus, Kinchen, Sundberg, & Ross, 2000) and focused on the following:

- Demographic characteristics
- Body weight
- Dietary behaviors
- Restaurant and school dining,
- Vending machine use,
- Knowledge about nutrition and physical activity
- Participation in physical activity behaviors
- After-school activities
- Television viewing
- Computer and video game use,
- Health behavior

Each student was sent home a parental consent form to participate in the program which included the administration of the survey. Once parental approval was obtained, students filled out the YPANS at the beginning of the SMART program. An assistant professor of health education administered the survey with an appropriate script to assist students in filling out the instrument. College students assisted students with questions about the survey.

Analyses

For this descriptive study, means were calculated for the quantitative data using SPSS 19.0. The descriptive statistics provided information related to the dietary behaviors and physical activity behaviors of students from youth with a low socioeconomic background.

Results and Discussion

The purpose of the study was to obtain descriptive data on youth ages 11-14 on their physical activity and nutrition knowledge and practices. More specifically, data was collected on dietary behaviors and physical activity.

Dietary Behaviors

The dietary behaviors of the youth included the consumption of fruits and vegetables and liquid.

Fruits and Vegetables Consumption. A total of 7.20% of the students ate fruit 4 or more times per day over the last seven days. A total of 22.25% consumed fruit at least 1-3 times a day; compared to the state average of 72.6%. In addition, students indicated that 24.9% of them ate vegetables one time per day over the last seven days. This is compared to the state average of 89.3% (CDC, 2012). Additional information on the consumption of fruits and vegetables may be found in Table 2.

Table 2: Fruits and Vegetable Consumption

Fruits	Percentage
1 to 3 times during last 7 days	22.25
4 to 6 times during last 7 days	14.35
1 time per day	17.00
2 times per day	29.45
4 or more times per day	7.20
Vegetables	**Percentage**
1 to 3 times during last 7 days	13.65
4 to 6 times during last 7 days	7.20
1 time per day	24.90
2 times per day	7.20
3 times per day	18.90

Liquid Consumption. Analysis of liquid consumption consisted of students drinking soda most often followed by water, Kool-Aid, milk and juice. A total of 35.15% of the students reported they drank soda at least one to three times during the last seven days. This is compared to the state average of 29.7%. A total of 28.75% of the students drank water four or more times per day over the last seven days. A total of 28.45% of the students drank Kool-Aid one to three times during the last seven days. A total of 25.6% of the students drank milk four to six times during the last seven days. A total of 22.25% of the students drank juice four or more times per day over the last seven days. Additional information on liquid consumption may be found in Table 3.

Table 3: Liquid Consumption

Soda	Percentage
1 to 3 times during last 7 days	26.80
4 to 6 times during last 7 days	35.15
1 time per day	9.80
2 times per day	12.45
3 times per day	15.80
Water	**Percentage**
1 to 3 times during last 7 days	26.80
4 to 6 times during last 7 days	17.70
1 time per day	7.20
3 times per day	7.20
4 or more times per day	28.75
Kool-Aid	**Percentage**
1 to 3 times during last 7 days	22.25
4 to 6 times during last 7 days	18.90
1 time per day	29.45
2 times per day	7.20
4 or more times per day	15.80
Milk	**Percentage**
1 to 3 times during last 7 days	17.00
4 to 6 times during last 7 days	19.65
1 time per day	25.60
3 times per day	11.75
4 or more times per day	9.80

Juice	Percentage
Did not drink juice during last 7 days	31.35
1 to 3 times during last 7 days	19.65
4 to 6 times during last 7 days	14.35
1 time per day	9.80

Physical Activity and Exercise

Physical activity guidelines for youth in Indiana indicate that 15.9% of youth are overweight (≥ and < 5th percentiles for BMI by age and sex) and 12.8% are obese (≥ 95th percentile BMI by age and sex) (CDC, 2012). In addition, only 23.4% of youth are physically active for a total of 60 minutes per day on each of the 7 days (CDC, 2012). The youth in this study scored higher percentage with 55.5% participated in sufficient physical activity and 62.2% preferred running and jogging. The higher percentage may be due to the after-school programming that was funded by the Welborn Foundation. The grants allowed coordinators to be hired to seek out those programs that would keep youth physically active. One of those programs was the SMART program. In addition, it may be to the fact that the youth at these schools participated in sports. For example, forty-one point nine percent of the students participated on three or more sport teams. The parents were also activity involved in exercise as a family. The students exercised with their family at least once a week at 44.95%.

Twenty-three percent of youth in Indiana attend daily physical education classes in an average week (when they are in school) (CDC, 2012). This study showed 44.0% of the youth received part of their physical activity one day a week in physical education classes. This may seem higher than the 23%, however the Indiana percentage is based on physical activity in physical education classes five days a week as opposed to the one day a week. In addition, 46.45% of the students received almost all of their exercise through Physical Education classes. Physical Education classes are an extremely important as an appropriate behavior change to offset the rise in childhood obesity (US Department of Health and Human Services, 2000). In addition, the National Association for Sport and Physical Education recommends instructional periods totaling 225 minutes per week for middle and secondary school students, translating to five 45-minute periods per week (NASPE, 2005). The youth were not too far off when it came to this recommendation as 50% of the youth indicated they should have at least 60 minutes of exercise nearly every day.

In Indiana, 19.5% of the youth do not participate in at least 60 minutes of physical activity on any day during the week (CDC, 2012). This study was even higher as the youth indicated that 44.4% of the youth did not participate in physical activity prior to the SMART program. The inactivity was explained by several reasons including no transportation, parents did not allow, no place to play, too much school work or unable due to medical reasons. This percentage may also be decreased if the student considered walking home from school as physical activity. The top reason students reported they were inactive was they had no transportation. In this study 36.4% of the students walked five days a week to school. The average walking distance was not reported but may be a crucial gap on the perceptions of walking and physical activity in youth today.

The inactivity may also be due to watching television. Twenty-nine percent of youth in Indiana watch television 3 or more hours per day on an average school day. For this study, 68.4% of the youth watch television 3 or more hours per day and 73.7% watch television 4 or more hours per day on an average school day. These percentages are significantly higher than the average in Indiana. These higher percentages may because 57.9% of the youth indicated their parents did not pay attention to them as allowed them to watch as much television as they liked.

Table 4: Physical Activity

Exercise Past 30-days	
Yes/No	**Percentage**
Yes	62.2
No	37.8
Physical Activity	**Percentage**
Run/Jog	65.50
Walk	58.10
Basketball	55.50
Chores	43.80
Push-Ups/Sit-Ups/Jumping Jacks	41.15
Biking	36.80
Football	35.90
Weights	35.15
Dance	26.80
Jump Roping	26.80
Trampoline	24.90
Roller Skating	22.95
Soccer	22.25
Machines	17.00
Bowling	17.00
Softball	15.80
Track	14.40
Cheerleading	11.75
Tennis/Badminton/Racquetball	10.50
Yoga	9.10
Gymnastics/Tumbling	9.10
Martial Arts	7.20
Volleyball	7.20
Hiking	7.20
Swim Laps	5.30
Golf	5.30
Hockey	5.30
Wrestling on a Team	5.30
Other	26.80

Limitations

There are a few limitations identified for this study. Sample size was limited to a few public schools in one school district; therefore limiting generalizability. Another limitation of the study was that it is subject to report bias due to self-reported responses. Finally, even though the information was collected over a few years, it was during a short period of time.

Conclusions

This study provided valuable information to collect dietary and physical activity behavior data among youth. Results from this study revealed participation in healthy dietary and physical activity behaviors among youth from a low socioeconomic background is far from optimal. As seen throughout the results and discussion there are similarities and differences in the Indiana Statewide results and the results from two Midwestern schools. Regardless, the results still support the need for advocating the update of specific school health policies to support early intervention in order to make progress in the fight against obesity in Indiana.

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Service Learning Experiences as a New Faculty Member in Kinesiology: a Win-Win-Win Situation

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Abstract

Joining a faculty as the new member to the group can be a challenging venture. Being involved in a service learning project is one way to become acclimated to the campus culture, community, and program curriculum. New faculty must carefully consider the specific project before committing their time and energy. The best selection will meet their individual needs for teaching, scholarship, and service. A project may be initiated by any of the parties involved. This article will describe the process of developing of a service learning project that will have a maximum impact on faculty members, students, and a community partner.

Key words: Service learning, kinesiology, new faculty

When joining the faculty on a new campus, the culture of service learning becomes apparent very early in the process when studying the university's mission. Many universities including 11 in the state of Indiana have chosen to seek to further identify service as primary goal by completing application for voluntary classification of a Community Engaged University by the Carnegie Foundation (Results, n.d.). The definition of the classification includes "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." (Carnegie Classifications, n.d.). As an institution-wide philosophy that is supported by a staff of professionals trained to seek out and bring together community organizations and the university there are historically established partnerships that a new faculty member can join. Becoming a member of an established relationship can be especially productive for a tenure-line faculty member. If a current relationship does not exist, it becomes an opportunity to seek out a collaboration that best meets an individual's agenda. For example, offering of a course that includes a service learning component will satisfy each of the three tenets of evaluation for promotion and tenure: teaching, scholarship, and service. This is the first "win-win-win situation".

In order to take advantage of this positive circumstance several variables must be considered including: choosing a project, identifying the benefits of a specific service learning project, and collecting relevant quantitative and qualitative data to demonstrate the value of the project to all of the partners. The purpose of this article is to describe the experience of implementing a service learning component into courses within an exercise science curriculum.

Choosing a project – In a fortunate coincidence the department had recently received a grant to fund baseline concussion testing for participants in a local youth hockey association. The local youth hockey association director made the initial contact with an individual in the university Center for Applied Research and Economic Development (CARED) seeking assistance to provide his athletes with a baseline neurocognitive test to be used in the case of making game-practice time decisions regarding participation following concussions. The university CARED assistant director contacted the Kinesiology and Sport department believing the project would be of interest, and a meeting was held to discuss the parameters of the project. After agreement by all parties, a decision was made to create a project that would positively impact the department and the local youth hockey association, therefore establishing a relationship with a community partner.

The project discussed included having students enrolled in sophomore level motor behavior (291) classes administer neurocognitive baseline tests to the youth hockey players with the department of Kinesiology and Sport providing the resources (students, space, computers and software.) Data collection would be begun during the fall semester in which two or three weekends were considered sufficient to test the proposed 150 players needing the testing.

A grant proposal totaling $548 (ImPACT testing software and printing costs) was written for the CARED initiative that featured a project where youth hockey

players would be brought to campus for testing in our department computer laboratory. A timeline of the activities is shown in Table 1.

Table 1. Timeline of Activities.

Date	Activity
March 2012	University CARED contacted by local youth hockey association
April 2012	Meeting to determine interest and necessary resources for the project.
April 2012	Grant application written and submitted.
May 2012	Proposal accepted, ImPACT software ordered.
July 2012	Meeting of research group including: departmental researchers, hockey director, and a local physician with training to evaluation the test results from the concussion testing. At this meeting, fitness testing was added to the proposal, and three testing dates were chosen.
August 2012	Institutional Review Board approval.
August 2012	Hockey director visited EXSC 394 to discuss the project with the students. First round of testing.
September 2012	Second testing date.
October 2012	Final testing date.
May 2013	All projects presented at CARED Reception.
September 2013	First follow-up test after a suspected concussion. Physician contacted for evaluation of test results.
October 2013	Second follow-up test after a suspected concussion. Physician contacted for evaluation of test results.
Spring 2014	Submit project for publication.

Participation in this project met personal scholarship interests with a youth population, however, it did not include a primary focus of performance testing and training. Without this component, inclusion in this project would have been hard to justify as none of my courses included cognitive development, or the disruption of brain function that occurs following a concussion. A better fit was an upper level measurement and evaluation course (394). The course included "fundamental knowledge and techniques for data collection, analysis, and student assessment through the use of current, basic testing and evaluation methods" (Bulletin, n.d.). Based on personal scholarship interest and needing to meet a specific objective within a course in the exercise science curriculum, including performance testing for the youth hockey players was brought to the attention of the primary investigator. It was determined that the idea would be presented as an option to the community partner.

At a subsequent meeting with the director of the youth hockey association it was decided that the inclusion of performance testing of the athletes during their visit to campus for concussion testing would be welcomed. The positive addition of this component meant altering the 394 course outline to include discussion of the project, organization of the data collection, and analysis of data. Displaying their commitment to the project the director visited 394, to participate in class discussion about the planning of the testing. This also meant students would be immediately applying the knowledge they had gained to a curricular service learning project. This fact again results in a win-win-win situation for the students, faculty, and community partner: a) Students were able to see how the principles of course directly applied to a real-life situation, b) evaluations of the course included positive feedback regarding the project, and c.) a future potential scholarship opportunity developed with testing and training additional members of the youth hockey association.

Secondary considerations for selecting this project were related to a specific concept in the course, administrative feasibility. This concept includes evaluating the following: cost, time, ease of administration, scoring, and norms (Miller, 2010). As described above funding for the concussion software had previously been received to complete the baseline concussion testing. The equipment needed to offer the performance testing was already available through the department's human performance lab. The scope of testing was limited to land based activities due to the renting time on the ice rink being cost prohibitive. The population sample also posed a challenge for test selection and administration because the athletes ranged in age from 8-18. Certain tests were deemed inappropriate for the younger athletes and therefore where not selected for the protocol. The final protocol included tests that have well established age and gender norms for comparison purposes. For scholarship purposes, the uniqueness of the data being collected was the sample being taken from youth hockey players over a wide age group. In addition to the standard performance tests a power test was piloted using a force plate. This was a new experience and exposure to a technology not common to the EXSC 394 students as well as the hockey athletes. Timing of the project also fit the calendar of the class and the hockey season. Several weekends were used prior to the start of the formal hockey season to complete the testing. Unfortunately, the length of the season did not allow for post-season testing with the same course of students.

Data collection procedures – A review of the literature indicated an absence of hockey-specific data collected on youth and adolescent athletes. During the class meeting which included the hockey director the tests completed by prospective National Hockey League player during a pre-draft combine were examined (Twist & Rhodes, 1993;Vescovi, Murray, Fiala, & VanHeest, 2006) and it was determined a new set of tests must be constructed. The final test protocol included: Body mass index, bioelectrical impedance, low back strength, standing broad jump, push-ups, curl-ups, back saver sit-and-reach, seated medicine ball toss, and a hockey crossover step using both legs. It was our goal to pilot a new test involving a hockey-specific movement; and after consulting with the director it was decided that a power measurement of a movement critical to skating speed would be appropriate for all skill levels. In order to quantify power output, our portable force platform (AMTI AccuPower, 40in x 30in) was used to collect multi-axial data as the athletes performed the skill while atop the force plate.

In accordance with the recommendations of the ImPACT software, physical testing of the 32 athletes ranging

in age from 8-18 was completed following the baseline concussion testing. Over the three Saturday testing sessions, a total of 48 & 291 students assisted in the administration of the test. Testing required a quiet, undistracted environment, and with 48 students participating nearly one-on-one supervision was achieved. The 291 students spent class time discussing the concerns of a concussion or the neurocognitive process. They also completed the test themselves prior to administering it to the athletes. This proved valuable when the athletes or their parents had questions during testing. As a show of support for the importance and value in baseline concussion testing the hockey director also completed the ImPACT testing.

Twenty students from 394 signed-up to administer a station. If possible at least two students were present at each station to collect the physical fitness data. During class the week prior to testing the students were presented the tests and they completed peer data collection. A detailed description of the testing procedures was provided and available for review on the day of testing. Again the hockey director completed all of the testing procedures.

During data collection, arrangements were made for the parents of the athletes to take a tour of the campus, however, the majority of the parents were interested watching the testing and were either graduates of the university or had already taken a tour of campus. While not taking advantage of this opportunity, the parents and their children were on campus which is a goal for recruiting new students.

Reflections – Following the testing the students were asked to reflect on their participation in the project both from a mechanical administration of the tests stand point as well as the overall opportunity to learn via real-life experience. This process was completed both as a discussion in class, but also CARED sent out a survey to the students seeking comment about their experience. Student 1 indicated, *"This project has helped me develop a sense of how coaches and athletes can use data as a tool to diagnose problems in performance and cognitive areas, as well as use the data as a means to establish improvement goals."* when asked "What have you learned so far?". Student 1 also commented, *"I think it is very important, because it gives students the opportunity to experience hands on applications."* When responding to "Would you like to work on project similar to this one in the future? Why or why not?", with "Absolutely I would, the reason being that it gives us college students more hands on experience and a sense of accomplishment." Student 3 explained,

> I think I prefer doing projects outside of the classroom. Obviously the in-class work is needed in order to get an understanding of the material, but once the information is actually applied using projects outside of the classroom, it is much easier to understand.

As a requirement of the grant through CARED, each of the co-authors wrote a reflection as well. Excerpts from those reflections are below:

Researcher 1 – As the new faculty member in this equation it was very encouraging to be included in a project of this type during the first semester. It did add pressure to prepare the students for the actual testing early in the semester, but overall it was a perfect experience for them to be involved in. It will be my goal to continue to include a service learning project within the 394 class each semester it is taught. The students learned so much more about the process of measurement and evaluation by actually doing it with a non-peer as many exercises are designed in an academic class of this type. Every attempt will be made to continue the relationship with the local youth hockey association, but other community partners will be considered to cover additional testing methods and populations.

Researcher 2 – I was glad to have the opportunity to work on the service learning project with our departmental faculty and students. The project was a team effort and several within the department made the testing run smoothly. When the faculty was asked to assist, all gladly volunteered to cover dates and testing stations. The students were also extremely cooperative and helpful.

I did gain knowledge and experience from this project. The parents that did bring their young athletes for the testing were genuinely interested in the process and the reason for the testing and we had interesting discussions about concussions and the testing process. The athletes that participated were a pleasure to be around and the USI students had opportunities to interact with children in a different format. Our students also gained a better understanding of what is being tested to determine post-concussion neurocognitive performance and which skills might be impacted by a brain injury.

In a personal email communication the hockey director indicated, "Great job last weekend. Y'all did a great job. I was very pleased with the students and hope that the trial run helped them."

Discussion/Conclusion

Following the completion of data collection, discussions were held to formulate a plan to continue the relationship the future. The primary goal following the completion of testing and even during testing was to improve the experience for all parties. While the level of participation was considerable, one change to be made for the next project is to get more youths participating. As the initial step in what hopefully will be a long-term project with the youth hockey association, the testing was not required by the club. It is our belief that additional education and informational sessions may be necessary to increase the level of participation of the hockey players taking the test. A second strategy would be host testing at the hockey rink instead of on campus. This is based on the fact that parents did not take advantage of campus tours while waiting for the testing to be completed.

If you are considering starting a service learning project, "Implementing Service Learning in Higher Education" by Bringle and Hatcher (1996) is a reference worth reading. Developing a plan involving your university, your community, and yourself will result in a win-win-win situation. Using the strategies described in this paper will aid in choosing and executing a successful service learning project.

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The Youth Olympic Games: Do the Risks Outweigh the Rewards?

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Abstract

The International Olympic Committee (IOC) established the Youth Summer and Winter Olympic Games (YOG) in 2010 in an effort to address the physical and moral education of the next generation of adolescents. IOC President J. Rogge cited growth in childhood obesity and the increasing dropout rates of children in organized sport worldwide as the primary reasons for the inauguration of the YOG. Given the significant implications of the YOG on today's youth and the international sport community, this research team ventured to explore the YOG's and its key stakeholders. The purpose of this manuscript is to investigate the relationship between the Youth Olympic Games and the effects on its major stakeholders and to examine the sustainability (survival and success) through an analysis of how the network of stakeholders exerts various forms of pressure on the YOG. The YOG's survival ultimately depends on its ability to appease these stakeholders, demonstrating flexibility in dealing with pressures related to stability as well as change. Although there are limited data available, this paper has attempted to fill in a knowledge gap and contribute to the literature examining the development of the YOG and the potential effect on the young athletes training to participate in the new mega-event. There is not yet enough evidence to view the true impact.

Key words: Awareness, Competition, Fair Play, Sportsmanship

Introduction

In a time where overweightness, obesity, and inactivity are at the forefront of many nations' social concerns, it is increasingly important to promote and advocate for sport. On July 5, 2007, with the support of the IOC president and other stakeholders (e.g., media, parents, athletes, coaches, etc.,) the Youth Olympic Games (YOG) was unanimously accepted as a new program within the IOC (IOC, 2012; Kopp & Schnitzer, 2012). The YOG is a new event in the Olympic brand aimed at addressing the obesity and inactivity epidemic and developing elite level athletes between the ages of 14-18 years of age. The YOG consists of 26 Olympic sports as decided by the International Olympic Committee (IOC) (IOC, 20012). The YOG is structurally modeled after The European Youth Olympic Festival (EYOF) and Australian Youth Olympic Festival (AYOF), which have been in existence for three decades (Wong, 2011). The main emphasis behind the development of the YOG was to foster healthy living by providing an international athletic experience similar to those of the Olympic Games. The athletes who participate in the YOG will become experienced with competing on the international stage against high levels of competition, media exposure, all the while engaging in the Olympic spirit (Judge, Kantzidou, Bellar, Peterson, Gilreath, & Surber, 2011). With the initiation of the YOG, the IOC has proven that they have taken a stand on promoting, educating, and exposing all youth to sport and the Olympic values. In addition to providing excellent opportunities for youth athletes, the YOG can help create a legacy, for the importance of international sport. Schnitzer describes legacy as planned and unplanned, positive and negative, intangible and tangible structures created through sporting events that remain after the conclusion of the event (Schnitzer, 2012). The successful execution and thorough planning of the YOG can inspire future generations of athletes, increase business profits, provide job opportunities, improve facilities, and create a sense of pride in a nation or sport.

During the summer of 2010, the first YOG was held in Singapore. Two programs were developed within YOG: Cultural and Educational Program (CEP) which provides education and information surrounding the world of sport and the Competitive Program (CP), which provides sport contests for mixed-gender and mixed-National Olympic Committee (NOCs) teams (Torres, 2010). Five themes were created to ensure that the YOG is promoting a cohesive message to the youth athletes: 1.) ***Olympism*** or the history and evolution of the Olympic Games, 2.) ***Skill development*** or the life of a professional athlete, 3.) ***Well-being*** and healthy lifestyle or information regarding healthy eating, anti-doping, and safe ways to train, 4.) ***Social responsibility*** or information on how to be an advocate for their sport or sports in general in their community, and 5.)

Expression or a variety of activities involving the culture and friendships of the athletes involved (IOC, 2012). These programs along with other measures were created in order to educate and promote safe sport participation. The YOG games can assist in performing the aforementioned tasks if proper precautions are taken.

Despite support from key stakeholders, a very low general interest in and awareness of the YOG was demonstrated amongst various audiences (e.g., United States sport coaches and administrators (Judge, Petersen, & Lydum, 2009), Greek athletes and coaches (Judge et al., 2011), and a sample of US figure skating coaches (Judge, Petersen, Bellar, Gilreath, Wanless, Surber, & Simon, 2012). There is hope for the longevity and growth of the YOG if they are able to promote physical activity by garnering positive attention by the general population through the accomplishments of young athletes. An example of a youth sporting event that has succeeded in promoting physical activity among youth is the Little League World Series. It is essential to publicize the positives associated with the YOG and work to prevent the potential pitfalls.

Although there are immeasurable benefits of the YOG, the YOG has not been spared from the conflicts and tensions associated with the Olympic Games (OG) (Judge, et al., 2009; Wong, 2011). Critics have expressed concerns such as overtraining, risk of injuries, and psychological pressure among these youth competitors (Brennan, 2007), while advocates state the value of increasing participation and activity levels of participants. This clear debate, in turn, makes the YOG sustainability and future unclear. An examination of the literature on the challenges facing the modern OG directly points to the enormous amount of material specifying its management, its commercialization and commodification (e.g., sponsors and broadcast rights), issues of access (e.g., class, race and gender) and the process of site bidding (Wong, 2011). Given the significant potential implications of the YOG on both the youth and the international sport communities, additional research is needed to investigate the sustainability of the YOG. As such, all stakeholders, including athletes involved in the YOG, need to have a firm understanding of developmental characteristics involved in youth sport and the potential effects created by YOG in order to protect the future of the event. The purpose of this manuscript is twofold: to investigate the relationship between the YOG and the effects on one of its major stakeholders; the athletes and to further explore the YOG's sustainability potential (taken here as survival and success).

Overall Opinion of the Youth Olympic Games

The YOG has placed several measures to ensure a better understanding of elite sport participation for youth and to implement safety protocols to provide a safer environment for its athletes. Prior to the 2010 YOG, a six-part questionnaire was used and opinion data was collected from a sample population of Greek physical educators to obtain a better understanding of support and/or criticisms of elite sporting competitions for youth (e.g., YOG). Results indicate that the majority of the sample population of physical educators is in favor of the YOG, and the most popular responses include the belief that the YOG would increase Olympic values, motivate young athletes in sport, and improve facilities (Judge et al., 2011). Critics argue their belief that issues already associated with youth sport including early specialization, overtraining, lack of qualified coaches, and doping will increase with the addition of the YOG (Judge et al., 2011). Additional information provided by the survey suggested that they were unaware of the YOG which matched findings from a previous study conducted in the U.S by Judge, Petersen and Lydum, (2009).

The Canadian Olympic Committee highly praised the opportunities provided by the YOG. For example, the Canadian Girls' Basketball coach, Jobina D'Aloisio, commented on the appropriate organization of the 3v3 format and the suitability for the development of individual athletes. This is an important factor to consider, as the YOG will encourage coaches to prepare for the event by creating the appropriate developmental environment his/her athletes require in order to succeed at the International level (Jurmain, 2010). This will help eliminate poor coaching practice with increased use of appropriate variables including size of field, number of participants in play, roster size, equipment sizes, and time regulations. Perhaps mandated coaching curricula will ensure the provision of appropriate competitive environments respective to the youth athlete's age and skill level.

Effect of early specialization

The premise behind the YOG paints an exciting and promising picture for young aspiring athletes who desire to compete at an elite level at a young age, but at what cost? Recently there have been many controversial issues surrounding youth sports participation (Brennan, 2007). The idea of early sport specialization versus multiple sport participation has been an ongoing debate. Baker highlights the 10-year rule that has been widely accepted for many skills may have some ground with athletics as well (2003). If you take an athlete at 15 years of age, their experience in that activity should have started around the age of 5. To gain the practice opportunities and develop skill attainment, other activities are seen to stand in the way. During this time the focus has to be on technical mastery, technique, and skill development. Coinciding with this is a strong base of support, most often coming from the parents (Hedstrom & Gould, 2004).

Specifically speaking, it is relatively unknown what effect early sport specialization has on the development and growth of children, the pressure placed on young athletes by their parents to succeed, the use of anabolic steroids, and the increasing rise in unhealthy lifestyles (e.g., obesity, overweightness, and or eating disorders). These topics are important issues that factor into participating in an elite event such as the YOG. Each of these issues are individual by nature, but are also interrelated parts of early specialization. It is unknown whether early specialization in elite athletes yields greater benefits when compared to the multi-sport approach with later specialization (Capranica, 2011). Standing in the way of early specialization are the benefits of diversification, loss of focus, and self-imploding support systems in the form of parents, coaches, and

trainers who are motivating the athletes for the wrong reasons. Athletes who lose the enjoyment in a sport they are focused on often chose to drop the sport all together, or branch to include other sports as well. On the flip side, multi-sport athletes are typically preferred by college coaches who are recruiting for their programs, as different skills are transferable into many other sports, and the experiences gained from working with various coaches in different environments produce well rounded athletes (Judge et al., 2011). Among elite athletes, there are physical and cognitive skills that are gained through early involvement in multiple sports that later carry over to their primary sport (Baker, 2003). It is notable that elite athletes cite that their journey to excellence resulted from a search for competence and a sense of achievement (Gould et al., 2002). If an athlete does not find these qualities in a sport and they choose to only play that sport, they may be facing the end of their participation in physical activity.

Regardless of the type of sport youth athletes choose to engage in, The American Academy of Pediatrics Council on Sports Medicine and Fitness recommends that young athletes have between two and three months of rest per year, and at least one day of rest per week. Early specialization may reduce the available recovery time, which may increase mental fatigue and injury rates (Judge et al., 2011). Therefore, it is important, regardless of the type of athlete they are coaching, for coaches and educational administrators to understand the various dynamics of each sport, and to recognize the demands placed on athletes from competition and practice.

Programming to ensure positive experiences for athletes competing in the YOG

In an effort to address these concerns, the IOC revamped their CEPs and CPs. Artistic and cultural educational workshops (CEP) were required for all 3000 athletes participating in the YOG with the purpose of improving the athletes' understanding of healthy living, drug free sport, and the ambassadorial role they provide to their respective communities (Judge et al., 2011). Additionally, the IOC continues to address the needs of the athletes competing in the YOG and makes adjustments accordingly in the CPS (IOC, 2012).

Injury and prevention

A topic that is often closely related to early specialization in young athletes is overuse injuries. In an effort to better identify and understand injury trends and develop adequate programming to support youth athletes regarding the most common and severe injuries, the IOC sanctioned the use of injury surveillance during the 2012 Winter YOG. The medical infrastructure at the 2012 YOG mirrored the recent Olympic Games in China, as well as other previous IOC events. The data gathered through the use of injury surveillance was intended to assist in the prevention of future injuries (Ruedl, Schobersberger, Pocecco, Blank, Engebretsen, Soligard, & Burtscher, 2012). During the last YOG in Innsbruck, Austria, 11% of athletes suffered some type of injury and 9% suffered from illness. Approximately 60% of the injuries resulted from competition, while the other 40% resulted from training (Ruedl et al., 2012). Injury rates, anatomical localization, and illness trends obtained during the 2012 Winter YOG were similar to those reported from the 2010 Vancouver Games which is comparable to the trends seen in the Olympics Games (Chia, 2010). Data collected suggests that some sports produce higher levels of injury for their athletes. For example, alpine skiers, who typically participate in multiple ski events, have higher rates of injury. The report regarding injury trends at the event recommended that psychobiological demands of intense competition in youth athletics needs consideration (Ruedl et al, 2012). As such, adaptations were recommended for the 2012 Winter YOG (Ruedl et al, 2012). Consideration must also be given to the muscular-skeletal development and skill level of young participants, and equipment and facilities must be adjusted accordingly to prevent injury. Upon further research into youth biomechanics, coaches and manufacturers will adjust equipment sizes to prevent injuries.

Additional research is also needed to evaluate injury and illness trends, particularly during the Winter Games, as these events typically place athletes at greater risk due to practice and competition conducted under cold-air exposure (Ruedl et al, 2012). It is important to note that further investigation at future IOC events is also needed in order to study injury rates, types of injuries, and increased training demands. Caution is required when considering the demands that YOG may place on athletes (Judge et al., 2011; Judge, Bellar, Petersen, Lutz, Gilreath, Simon, & Judge, 2012). Coaches can help their athletes through improved education and preparation regarding common injuries that are associated with their sport. Strength and conditioning coaches can design fitness programs to reduce the risk of common injuries that are associated with individual sports. In an effort to protect youth athletes, avoid repeating common mistakes, and to reduce the frequency of injury, the findings from injury identification reports at major sporting events indicates the need for relaying information to coaches, physiotherapists, athletes, and medical support. This is particularly important as the 2014 YOG are being contested in Nanjing, China.

Drug use

During the 2010 Singapore YOGs, the IOC as a part of the educational campaign (CEP) administered a drug-testing program in which 1,231 drug tests (1,097 urine and 134 blood) were collected (IOC, 2010). Although the use of anabolic steroids (AAS) and other performance-enhancing drugs (PED's) is prohibited in the majority of organized sport associations, the dream of achieving elite status may result in significant temptation for young athletes to use these performance-enhancing drugs. Despite all of the education efforts held during the YOG, two wrestlers, tested positive for the diuretic Furosemide, which is often used as a masking agent for a prohibited substance. After reviewing the files and information at hand, the IOC Disciplinary Commission set up by the IOC President disqualified both athletes from the 2010 YOG (IOC, 2010). Recent studies; however, have indicated that performance-enhancing drug rates are decreasing among 8th and 10th grade students in the United States. Coaches must play a vital role in continuing this trend and prevent drug use through education, mentoring, and paying careful attention to each athlete during training and development; going

beyond acting merely as athletic agents to promote future Olympic superstars (Judge et al., 2011). Therefore, adequate continuing education and drug testing should be included in the YOG to provide coverage for all stakeholders and further support the success of future YOG events.

Psychological impact

Psychological factors are also an issue that coaches, athletes, and parents need to take in to consideration when interacting with young athletes. The attainment of proficiency in sport is the result of multifaceted interactions among psychological, sociological and biological constructs (Singer & Janelle, 1999). Additionally, previous research has indicated that large international competitions create stressors through organizational changes in the athletes' routine (Ruedl, 2012). Effective negotiation of these constraints can lead to maximum levels of sport performance while unsuccessful negotiation can lead to burnout and/or dropout from the activity (Wiersma, 2000). Findings from a recent study into competitive anxiety of participants during the 2012 Winter YOG suggests that athletes with high-perceived quality of life are better suited to deal with the stressors associated with competitive sport. Additionally, it was discovered that parental involvement on a financial, emotional, and practical level does not affect competitive anxiety. This contrasts previous research conducted on competitive anxiety, and strengthens the need for further investigation. Reasons for the contrasting results may include the large amount of questions on the research study questionnaire, possible boredom, and dishonesty reflected in the responses (Ledochowski, 2012).

One way to address the issue of competitive anxiety and improve the psychological wellbeing of the YOG athletes is through their coaches, parents, and mentors. Coaches should educate their athletes on the benefits of keeping a healthy life balance and perceived quality of life through social and academic satisfaction, as this will likely improve the psychological well-being of their athletes (Ledochowski, 2012). "Instructive coaches" who educate their athletes in technical and tactical areas of the sport and organize and coordinate activities, appear to reduce competitive anxiety. Democratic behavior does not report an increase in competitive anxiety. In order to provide future guidelines for coaching behavior, further research into the relationship effects between coaching style and competitive anxiety is required (Ledochowski, 2012). Although research only shows reduction in competitive anxiety when using an instructive approach, coaches may wish to consider using this methodology until research proves otherwise.

The objectives set out by the IOC for the YOG with the implementation of the CEP address the need to reduce competitive anxiety through supporting athletes on their journey to achieve the required satisfaction through a well-balanced life. Additionally, careful selection of YOG coaches should be taken into consideration in order to deter athletes from engaging in performance enhancing drug activity and other activities that may be detrimental to their performance and psychological wellbeing. The background and perspective of youth coaches can vary widely from a parent volunteer to the well-paid, highly skilled coaches of elite youth programs (Hedstrom & Gould, 2004). As previously mentioned, the coaches should educate the athletes regarding the importance of healthy life balances, therefore effectively limiting the anxiety produced through international competitions.

Sustainability and promotion of the YOG

Several considerations are needed in order to develop the sustainability of the YOG. In a time where overweightness, obesity, and inactivity are at an all-time high, promoting events such as the YOG are essential. Many young children forego sports because they perceive themselves as too fat or slow and the negative feedback they receive from coaches, peers, and society discourages them from participating in athletics. A solution to this problem at the local, national, and international level is to provide YOG CEP programming to a larger population. By educating potential athletes on the five themes, youngsters may feel more adequately prepared to engage in physical activity and in turn competitive sport. The YOG and the programming involved (e.g., CEP and CP) have strived to address these issues.

Another issue that may deter the sustainability of the YOG is the increasing cost of participating in sports and the cost of special camps, trainers, and coaches needed to achieve the desired "elite" status. This can be addressed at all levels by encouraging our youth to be active and engage in school physical education classes and other school sanctioned extracurricular activities. Activities at the public school level are often a low cost alternative to private teams and coaches. Athletes who participate in these types of organized sports are still considered competitive and should be targeted as potential athletes for the YOG. Sustainability of the YOG may be strengthened through awareness at the public school level, and the YOG should encourage school physical educators and coaches to promote the YOG to their students and athletes.

Another potential barrier in the sustainability of the YOG is the large age range of its competitors. A recent study into the relative age effect (RAE) at the 2012 Winter YOG provided interesting findings that matched findings in many sports throughout the World. Results include the statistic that at the YOG, older male participants over represented as medal winners, and older athletes were more likely to be participants at the YOG. The results also indicated that this statistic was not true within female participants (Raschner, 2012). The study also reports that older male athletes are significantly taller, also heavier than their younger peers. This suggests the typical coaching bias of athletic selection based on early physical maturation.

Solutions to prevent RAE bias towards older athletes may include fixed age quotas in each of the age groups. Maturation levels of the athletes can vary greatly with 12 months age difference between early birth and late birth participants. The long-term potential of later birth participants is sometimes unnoticed when surrounded by older athletes in the group. Additional reasons behind the RAE bias of older athletes is the increased pressure placed on stakeholders to win competitive sporting events. When considering the rewards associated fame and prestige, the coaches can be blindsided when selecting team rosters (Ruedl, 2012). Making coaches aware of this sometimes sub-conscious bias can help ensure the youth athletes with

the most potential are truly given the chance to shine ahead of early developers.

Lastly, marketing and general awareness of the YOG needs to be taken into consideration in order to advocate for and encourage the sustainability of the YOG. It was reported that media coverage before and during the YOG has been relatively low, and must increase to attract additional corporate sponsors and reach a wider network of people around the world (Judge et al., 2011). Targeting the proper audience for the YOG is key to creating the awareness necessary to effectively communicate to the masses and gain approval and adoption for the YOG. Media plays an important role in assisting with communication and providing information to people around the world (Coakley, 2009). Therefore, the IOC should develop a strong mass media marketing campaign to gain more awareness of the YOG.

Conclusion

The IOC is rightly concerned about the increasing inactivity and obesity levels in today's youth. Giving youth athletes the opportunity for recognition on the world stage will provide realistic goals for which to aim in the YOG. Although the YOG purpose is to provide unique international athletic opportunities for youth athletes, they also act as an educational tool to promote healthy living and sportsmanship. The educational aspects such as Olympic spirit, anti-drug doping, and promoting healthy living will inspire future generations. As with any new initiative, there are supporters and critics. Previous research conducted on the past two YOG provide proof that many lessons have been learned and action has taken place. This manuscript has addressed several issues surrounding the key stakeholder, the athlete, in the YOG. It also addressed the need of future research on the results of the Youth Olympics; and in particular, how to ensure the sustainability of the games. Future research and time will provide answers to critics of the YOG. One of the most beneficial factors to arise from the YOG is that researchers are conducting many extra studies in the areas of injury prevention, early specialization, performance drug use, and competitive anxiety. Research surrounding these areas is not novel; however, little is known about the specific population of youth elite athletes. This information reviewed in regards to the YOG is useful to all stakeholders in youth sport including but not limited to coaches, sport administrators, sports medicine teams, psychologists, athletes, and parents.

In addition to addressing key issues surround the athlete, this manuscript also reports information and provides strategies to ensure the sustainability of the event. In an ideal situation, all stakeholders involved in the YOG will benefit from the successful organization an international competition can provide. Bringing in additional funds and broadcast the event around the world and providing marketing and sponsorship opportunities are a major part of the process. As the 2014 summer YOG in Nanjing China approach, it is important for the IOC to continue to refine the goals and objectives of the YOG.

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A Beginning Teacher's Experience in a Federally Funded Curriculum Reform Initiative

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Abstract

This single subject, qualitative case study documented the experiences of Janet, a beginning physical education teacher, who participated in a curricular reform-focused physical education for progress (PEP) grant. The investigation focused on the first year of the grant during which Janet and her teaching colleagues implement the sport education model. Using qualitative methods, the authors captured Janet's perception of the grant's initiation and focus on sport education, the continuing professional development she received, and her interactions with coworkers. Data sources included interviews with Janet as well as her principal and assigned teaching mentor, non-participatory observations, and a reflective journal kept by Janet throughout the first year of the grant. Results indicated that the professional development Janet received helped to induct her into the teaching profession and allowed her to implement some of the techniques and methods she had learned during pre-service training. Importantly, the colleagues with whom Janet taught embraced her perspectives as a beginning teacher. Together they developed a community of practice that facilitated the implementation of sport education.

Key Words: Induction, socialization, teacher change, community of practice

A Beginning Teacher's Experience in a Federally Funded Curriculum Reform Initiative

It is now widely accepted that teachers are not finished products when they leave teacher preparation programs (Knight, 2002). Rather, they need to continue to engage in learning experiences throughout their careers and continuing professional development (CPD) is an integral part of process (Guskey, 2002). This notion is reflected in Kelchtermans and Ballett's (2002) conception of CPD as a "career-long process of learning and development, resulting from the meaningful interactions between the teacher and the professional context in which s/he is working" (p. 106). Thus, beginning teachers should be exposed to CPD as soon as possible so their learning continues as they enter the field (Darling-Hammond & Richardson, 2009). This allows CPD to help bridge experiences during pre-service training to those in the real world of teaching (Ingersoll & Smith, 2004).

As with many vocational fields, the teaching profession is in a continuous state of advancement. New theories, methods, and curricular models are being introduced regularly and keeping abreast of these innovations is essential to providing the most effective instruction possible. CPD assists teachers in remaining up-to-date in evidence-based practices and has been hailed as a viable solution to the problems of contemporary education in the United States and abroad (Armour & Yelling, 2007). As explained by Armour, Makopoulou, and Chambers (2009), keeping current evidence-based practices is a professional responsibility:

> "One of the key responsibilities emanating from claims to be a "profession" means that physical education teachers must continue to develop their professional knowledge, i.e., *learn*, throughout their careers, such that the knowledge upon which their teaching is based is the *best available at any given time* [Emphasis in original]. (p. 213-214)

Teachers who fail to engage in CPD run the risk of falling behind what is considered to be best practice and becoming obsolete in the sense that they are no longer able to provide relevant instruction to their students (Lawson, 1993).

Research has been conducted with the objective of discerning which types of CPD are most likely to improve teaching and, thus, enhance student learning (D. Sparks, 2002). However, it is important to recognize that no one type of CPD will be effective in all situations and with all teachers (Stroot & Ko, 2006). Rather, the most effective type in any given context will vary depending on the personal characteristics of the teachers and students as well as the composition of the school (Klingner, 2004). The orientations and

perspectives of the teachers who engage in CPD will also help to determine what approaches will yield the greatest benefits.

Teacher Change and CPD

The objective of any CPD program is to bring about teacher change by advancing a teacher's pedagogy, which in turn has a positive impact on student learning (Day, Sammons, Stobart, Kington, & Gu, 2007; Fullan, 1992). Of course, change is not easily accomplished and is better viewed as a continual process than a point at which one arrives (A. Sparks, 1991). As such, a differentiation is made between real and superficial change. Superficial change occurs when it appears as if an initiative is having an impact on teachers' practices, when in reality their belief systems remain relatively unaffected. Just because teachers are exposed to CPD does not mean that they will adopt new practices or that they will believe in them (Kirk, 1988). Some teachers engage in strategic compliance strategies to make it appear as if they are embracing change while continuing to maintain allegiance to their old practices (Lacey, 1977). In contrast to superficial change, real change involves "transformation in the ways that people think and feel about the world around them" (A. Sparks, 1991, p. 3). This type of change challenges teachers' actions and beliefs as it requires them to abandon previous beliefs and adopt ones in line with the innovation to which they are exposed. Change may be threatening for teachers as it could ask them to redefine their practice in light new knowledge (A. Sparks, 1991). Such an orientation toward change should be acknowledged and addressed when developing CPD initiatives.

Changes in teacher attitudes and beliefs are more likely to occur if they see the positive impact of the CPD on their students. As Guskey (2002) reminds us, "the crucial point is not the CPD per se, but the experience of successful implementation that changes teachers' attitudes and beliefs. They believe it works because they have seen it work" (p. 383). Hence, change is grounded in one's experience and it cannot be assumed that CPD protocols will produce the same results in all localities (Fullan, 2007). It is also dialectical as teachers can exercise their sense of agency in making active decisions related to the components of an initiative they will accept or reject (Schempp & Graber, 1992). This perspective is in contrast to previous views of CPD in which it was expected that teachers would implement reform initiatives in accordance with guidelines stipulated by administrators and CPD providers without questioning the authority or validity of change (A. Sparks, 1991).

Teacher's Role in CPD

In order to enhance the likelihood of a CPD initiative being embraced, O'Sullivan and Deglau (2006) argue that teachers should be involved in the initiation, planning, and implementation of their own CPD. Armour and colleagues (2009) note the benefit of involving teachers in the structuring of CPD projects as they often know the context in which they teach better than the providers. Thus, the development and implementation of CPD programs should begin with the teachers conducting an assessment of the needs of their students so that the program leads to desirable outcomes that are context specific (Armour, 2006). In this way, CPD efforts should involve the teacher throughout the entire planning, implementation, and evaluation process. Such "bottom up" approaches tend to value teachers' insight and allow them to take a greater degree of ownership over the process (Darling-Hammond & Richardson, 2009). This is in contrast to "top down" approach in which administrators and providers dictate CPD goals and objectives to the teachers. When the later approach is taken, teachers may be more likely to exhibit the characteristics of superficial change because they do not feel personally invested in the process (Fullan, 1992; A. Sparks, 1991).

Although bottom-up approaches to change may bring about substantial improvements in local contexts, the grassroots nature of such initiatives necessarily limits the degree to which they can be replicated across multiple sites (Fullan, 2007). Therefore, by blending the generalizability of top-down approaches with the teacher driven, ownership building nature of bottom-up approaches, CPD provides and administrators may be able to combine the best of both driving forces. Such an approach to reform, referred to by Fullan (2007) as "capacity building with a focus on results," helps teachers take ownership over their learning while also providing them with direction and accountability (p. 11). As a result, this combined approach can build on teachers' prior experiences and directs them toward desirable outcomes (Armour et al., 2009).

Teacher learning experiences should also value teachers' attempts to collaborate and learn together in communities of practice. Wenger and Snyder (2000) define communities of practice as "groups of people informally bound together by shared expertise and passion for a joint enterprise" (p. 139). According to Hildreth and Kimble (2008), "membership of these communities allows teachers to collaborate, to develop new knowledge, and to develop and learn about new resources" (p. x). Tannehill, O'Sullivan, and Ni Chroinin (2006) described a successful experience creating a community of practice that built collaboration and facilitated curriculum reform. Similarly, in an investigation of a Carol M. White Physical Education for Progress (PEP) Grant, Deglau and O'Sullivan (2006) found that "the innovative curricular programs introduced to the community required teacher participation, input, products, and implementation. It was through these activities that most of the teachers began to align their practice and discourses with the goals of the PEP program" (Deglau & O'Sullivan, 2006, p. 394).

Sport Education and CPD

Sport Education (SE) is a curricular model used in physical education that has caught the attention of institutions that prepare teachers as well as inservice professionals around the world (Curtner-Smith, Hastie, & Kinchin, 2008). The model attempts to mirror authentic sport experiences by providing instruction in protracted seasons. Seasons come to an end with some type of culminating event that adds

to the festivity of the experience. SE also promotes student centered learning by providing students with additional responsibilities beyond that of player (e.g., acting as coaches, referees, and scorekeepers). One way in which this can be facilitated is through the development of team affiliation. Team binders can also be used to help students keep track of team statistics, practice and game schedules, and other information related to their season. The objective is to shift the teacher's role to that of facilitator while giving students a greater sense of control over their own learning (Siedentop, Hastie, & van der Mars, 2004).

Some evidence indicates that SE may be a particularly beneficial model to use when structuring CPD programs because it embraces sport experiences, which tends to align well with beginning teachers' value orientations and the way in which they were socialized into the profession (Curtner-Smith & Sofo, 2004; Sofo & Curtner-Smith, 2005). Several studies (Alexander & Luckman, 2001; Curtner-Smith et al., 2008; Sinelnikov, 2009) have reported successful experiences implementing SE through CPD initiatives. Alexander, Taggart, and Thorpe (1996) also note that the teachers in their study appeared to experience real change as a result of interacting with the SE model. The success of SE driven CPD initiatives has led some researchers to view SE as a potential "circuit breaker" for the reproduction of non-teaching teachers by invigorating both in-service and pre-service professionals (Curtner-Smith & Sofo, 2004, p. 372). However, since SE is complex and requires time to learn, teachers will likely need guidance when exploring it for the first time (Curtner-Smith et al., 2008). This may be best accomplished through physical education teacher education and CPD projects that introduce in-service teachers to the model and provide them a supportive context for its implementation.

Physical Education for Progress Grants

Since 2001, the PEP Grants offered by the US Department of Education ([DOE]; 2008) have presented an opportunity for schools to engage in CPD projects focused on curricular innovation and program enhancement. According to the DOE (2008), the purpose of the PEP Grant program is to provide schools and community-based organizations funding to "initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade". Among other things, awardees can use PEP funding to train staff, administrators, and teachers to improve the quality of their physical education program.

While PEP Grants have provided CPD to physical educators in school districts across the country, little is known about the success of these grants in bringing about teacher change through professional development. This is especially true in relation to the CPD that has been provided to beginning teachers. Therefore, the purpose of this investigation was to understand how Janet, a beginning physical education teacher at Liberty Middle School, experienced a PEP Grant-supported curricular reform effort that focused on the SE model (pseudonyms were used for all names and locations). The following questions guided the investigation: 1) How has the PEP Grant impacted Janet's experience at Liberty?, 2) What was the impact of the SE model in the CPD project?, and 3) How did Janet's experience with the PEP Grant impact her transition into her first teaching position?

Methods

The current investigation is part of a larger case study of Janet's experiences with socialization as a beginning teacher through a state mandated induction assistance program and the PEP Grant-supported curricular reform initiative. This study was completed as part of the lead author's master's thesis. Information related to the induction assistance program (Richards & Templin, 2011) as well as Janet and her colleagues' perceptions in the overall PEP grant (Templin et al. 2011) can be found elsewhere.

Participant and Setting

Purposeful sampling procedures (Denzin & Lincoln, 1994) identified Janet as a participant for this qualitative case study (Patton, 2002). That is, she met the purposes of the investigation since she was entering her second year at Liberty Middle School when the school corporation was awarded the PEP Grant. According to Richards and Templin (2011), "Janet received a Bachelor's degree in PE with minor [sic] in health and aquatics from a large state university in the American Midwest. Her teaching assignment was split between three schools in Langston School Corporation (LSC): Liberty Middle School in the mornings and Durmock and Chelsey elementary schools in the afternoons" (p. 344). All of the PEP Grant activities Janet was involved in took place while working with her colleagues at Liberty. At Liberty she taught alongside three other physical education teachers, Beth, Rosie, and Barbra, all of whom had 20 or more years of teaching experience. Prior to the implementation of the grant, the teachers taught using a modified multi-activity curriculum that emphasized team sports.

The LSC, which serves an urban community in the American Midwest, received a three year PEP Grant beginning in August of 2008. The grant was designed to progressively improve physical education in two LSC schools – Liberty Middle School and Pioneer Junior High School – during the 2008, 2009, and 2010 school years. The curriculum reform effort focused on CPD that centered on introducing the LSC physical educators to four different curricular models: SE (Siedentop, et al., 2004), fitness for life (Corbin, Le Masurier, & Lambdin, 2007), teaching personal and social responsibility (Hellison, 2003), and peer-assisted learning (Ward & Lee, 2005). This investigation focused specifically on the first year of the PEP grant during which the teachers were exposed to and implemented the SE model. All research activities were approved by the Institutional Review Board at the lead author's university.

Data Collection

Interviews

Janet was interviewed seven times over a year and a half span from August 2008 through January 2010. Additional interviews were conducted with two informants:

Janet's mentor, Beth, and LSC associate superintendent, Dr. Hensen. All interviews focused on Janet's experiences as a beginning teacher working with the PEP Grant. Interviews were between 20 and 30 minutes in length and were conducted at Liberty Middle School at a time that was convenient for the interviewees. All interviews were conducted by the first author and employed a semi-structured format (Patton, 2002) in which the interviewer used a standard interview script, but had the flexibility to deviate from the script in order to explore topics introduced by the interviewee.

Reflective Journal

During the first year of the grant, Janet kept a journal of her reactions related to the reform initiative in which she made an entry at least once every week. In her journal, she was asked to record her perspectives related to her experiences with the curricular reform project, including: what she learned, what she experienced, how she felt about the process, and how the information related to her future as a teacher. Janet's journal was collected at the end of the first year of the grant and analyzed as part of the dataset.

Onsite Observations

Throughout the grant period faculty and graduate students engaged in weekly, onsite observations of the physical education program. In total, 50 observations were conducted of the physical education program at Liberty Middle School. During these visits, observers took field notes to document the progress of the reform initiative and were available to assist in the implementation of SE in any way that was needed. Field notes taken by the observers were transcribed and analyzed as data for this investigation.

Data Analysis and Trustworthiness

Data were analyzed through the use of inductive analysis and the constant comparative method (Lincoln & Guba, 1985). In inductive analysis, themes are allowed to emerge from the data as opposed to being imposed via an a priori classification system. Using constant comparison, the themes generated through inductive analysis were continuously added to and refined as the data analysis process was conducted until the researcher arrived at the final set of themes. All qualitative analyses were completed with the assistance of NVivo 8 (QSR International, 2007). This qualitative data analysis program aided the researchers in the organization and categorization of the data.

In the current investigation trustworthiness was increased through a series of methodological decisions that intended increase the quality of the research design (Lincoln & Guba, 1985; Patton, 2002). The researchers conducted member checks by asking interviewees to check the validity of interview transcripts. Data were triangulated through the use of multiples sources of data and the interviewing of multiple individuals. A peer debriefer reviewed emerging themes and discussed them with the researchers in order to confirm that they were logically derived from the data. Finally, researcher triangulation was employed by having an external group of trained qualitative researchers code the interview transcripts, journal entries, and observation notes.

Results and Discussion

The data analysis process resulted in the construction of an empirically informed narrative account of Janet's experiences as a beginning teacher working with a PEP Grant. The narrative has been broken into subsections and quotations will be used as often as possible in order to provide voice to the participants.

Initial Confusion, but then Excitement

With the assistance of the physical education teachers, LSC initially submitted a PEP Grant application during the 2007 school year, but was denied the funding. The LSC administrators and university partners resubmitted the grant the following year without fully informing the teachers and received notification in August of 2008 that they were successful. When the LSC teachers were notified that they would be receiving grant funding they were a little surprised and uncertain about what it meant for their school. This perspective was especially relevant to Janet, who was still making her transition into the school setting when the grant announcement was made. In her words, "to be honest, I didn't really know anything about it. The first time I knew about it was when it was in the [news]paper." She also explained that she was "not 100-percent sure on the Carol White [PEP] Grant, exactly what everything entails."

Thus, while the teachers had a degree of participation in the initial development and submission of the grant, they were not as involved in the resubmission, which led to some initial confusion. This caused some frustration on the part of the teachers as they believed the administration had gone over their heads in the reapplication process. This draws attention to the importance of involving teachers throughout the grant process in order to help them take ownership of the project (Fullan, 1992, 2007).

While Janet was a little unsure at first, eventually she settled in and took advantage of the opportunities the grant provided. Importantly, she and her colleagues at Liberty built a renewed sense of excitement for teaching physical education. For example, at the beginning of the grant process, Janet noted in her journal that "the PEP grant is going to bring so many great opportunities to Liberty as well as the entire corporation." This sense of satisfaction continued throughout the entire first year of the grant. In an interview in May 2009, Janet explained that the experience had a "real positive influence on our school" and that "the excitement hasn't worn off for us. We're ready to keep going…so I think it's going to work out well." When asked a general question about her experiences teaching at Liberty, Janet commented that she was "blessed with teaching here and everything that we've gotten and the PEP grant especially." Janet's excitement was echoed by her mentor, Beth and LSC assistant superintendent, Dr. Hensen. As Beth explained, "I think the PEP Grant has been an excellent match for Liberty." Dr. Hensen, who submitted the grant and oversaw its implementation, added that "the Liberty staff has always been receptive [of the PEP Grant]… and to their credit, all of [the teachers] were excited and have been willing to participate."

One of the elements of the grant Janet appreciated the most was the way it enhanced the visibility of physical education at Liberty Middle School as well as the larger community. As she noted, "it's got the curriculum for PE out into the public because we got some recognition from the superintendent and the administration saying, 'this is what they are doing over here [at Liberty], we need to go and see."' Also, "I think the grant has definitely given us notoriety" and "the grant really helped us to involve our entire school to see what we were doing and to see we weren't just rolling out the ball, we're stepping outside the box and actually teaching our kids."

Janet viewed the grant as not only an opportunity to improve physical education at her school, but also as an avenue through which she could garner support for her program. This is especially important since beginning physical education teachers have traditionally reported frustration stemming from the marginalization of their subject (A. Sparks, Templin, & Schempp, 1993). It appears as if the PEP Grant empowered Janet as an educator by curbing the amount of marginalization she experienced. It also helped draw attention to physical education in the school and community and made her feel as if her subject was an integral component of the curriculum. In this way, the notoriety of the PEP Grant seems to have addressed Smyth's (1995) concern that physical educators often begin their careers in environments that do not value and their subject.

PEP Grant and CPD

During the first year of the grant, Janet and her colleagues were exposed to several forms of CPD including a two-day SE workshop, support in the implementation of a SE volleyball season, and visits to exemplary physical education programs in surrounding school districts.

Sport Education Workshop

As part of the curriculum development component of the PEP Grant, Janet and her colleagues were exposed to a two-day SE CPD workshop during which an expert in SE was invited to discuss how the model could be implemented in the LSC schools. When asked about her experience with the workshop, Janet commented that "it was definitely beneficial because I had kind of dealt with the sports education model a little bit at State, but it was taking it as a class, it wasn't teaching it [to students in schools]." In her journal she added, "the presenter did a good job of speaking and he was amazing. We did a lot of hands-on activities and that was great for me, as a PE teacher, to see how things were to be done. I'm really looking forward to trying the sports education model at Liberty." She also explained that, as a beginning teacher, she found value in being exposed to the SE workshop: "being only a second year teacher…it was nice to come in this year and have something new to do...it was nice for me to [be exposed to] the sport education model."

Since Janet was exposed to the SE model during her college years, the ability of the grant to reconnect her with a past experience should be considered a success of the PEP Grant. In this way, the grant helped to "bridge" Janet's experiences from pre-service preparation to her teaching assignment at Liberty (Ingersoll & Smith, 2004, p. 28). It also may have helped to prevent the "wash-out" effect in which the new, innovative practices taught at the university are lost to the realities of classroom life (Blankenship & Coleman, 2009; Zeichner & Tabachnick, 1981). By keeping her up-to-date and engaged, the CPD experience helped Janet to continue learning to teach as she transitioned out of pre-service training and into her career.

A Community of Practice and Ongoing Support

After the initial workshop, university faculty and graduate students continued to provide support for the implementation of SE, an element of CPD recommended by Armour and Yelling (2007). As the teachers designed and taught a 23 lesson SE volleyball season, university faculty and graduate students met with them weekly to discuss their SE season and provide feedback on SE lesson plans and lessons. Observers were also in the school on a daily basis and were available to assist with the implementation of the model in whatever ways were needed. Although the Liberty teachers appreciated the support of the university personnel, they acted fairly autonomously in the design and implementation of their first SE season. By developing a community of practice centered on the successful implementation of the model, Janet and her colleagues came together and developed most of the materials and lesson plans needed to institute SE.

In discussing the ethos of this community of practice, Janet focused on her colleagues' openness to her ideas. As she explained, "I was so lucky coming in, everyone was so open to new things. They were really accepting [my] ideas and helping me out." This sense of collegiality had a profound impact on Janet and left her longing to be a Liberty when teaching at the elementary schools in the afternoon: "working over here with the team that we have, it really makes you not want to go to a school where you've got to work by yourself and be isolated." An example of the dynamics of this community of practice was presented in Janet's journal: "The PE department decided that today would be a great time to get the binders completed for the Sport Ed model. We spent from 1:00-4:30 putting the binders together…the binders look awesome and we are really proud of them." She also illustrated this collegiality when she noted that the Liberty teachers "were meeting every week when we were teaching volleyball."

The community of practice also helped the teachers to overcome their lack of familiarity with SE. Aside from Janet who had learned about the model during her undergraduate preparation, none of the Liberty teachers had ever experienced SE. As noted by Janet "I think with this being our first time [doing SE], it took us probably four weeks to get comfortable with everything that was going on." In her mind, a lot of this had to do with "getting into a routine of what works and what doesn't work." While Janet and her colleagues initially struggled some with the implementation of SE, observations confirmed that they were able to work through their difficulties and uncertainties as a group. The close relationship that developed among

the teachers was confirmed by Dr. Hensen who explained, "I do think that they became pretty close. I think there is a lot of trust built up between those three."

By working as a team, Janet and her colleagues were able to successfully implement sport education in their classes. Together, they accomplished more than could have been done individually. Janet discussed this during an interview in which she emphasized "if you cannot work as a team than you are not going to make it…without teamwork we would not have the program that we have here at Liberty." This reinforces Armour and Yelling's (2007) emphasis on teacher collaboration and teamwork in successful CPD initiatives. Janet's experience also supports the findings of Deglau and O'Sullivan's (2006) study in which communities of practice were found to be highly influential in implementing CPD through a PEP Grant.

Although the teachers came together and created their own SE season, the presence of university personnel did not go unnoticed. Janet and her colleagues appreciated the support they received from the university personnel in implementing the SE model. Janet expressed her appreciation and noted that "you have 10-15 people that are working on this PEP Grant and you have everybody that's involved coming and doing different things with you and you're going to CPD so it's a lot more interacting and not just by yourself." This is especially important given that previous researchers have commented on the need to provide support when introducing teachers to SE (Curtner-Smith & Sofo, 2004). Significantly, CPD opportunities have been found to be most effective when connected to teaching experiences, which was facilitated through the ongoing support for implementation (Day & Sachs, 2004).

Visiting other programs

During the first year of the grant Janet and her colleagues took trips to see a physical education program that regularly used SE and another that had recently completed a PEP Grant. The intention of these visits was to show Janet and her colleagues innovative teaching strategies in order to inspire them to improve their own practice. This was especially helpful when the teachers were in the process of planning the SE volleyball season. For example, Janet explained that "when we went to Avery…they were doing the sport ed unit and it was team handball and we got so many ideas from seeing that, that we would have never thought about using in our sport education unit. Like the [SE team] binders, we got that from Avery." Janet reaffirmed the value of these visits in her journal: "While at Jefferson Crossing we got to see all the things that they were able to purchase with their PEP Grant. The PE department at Jefferson Crossing was very informative and very helpful… it would be wonderful to get some of the equipment they have at Liberty."

Seeing other programs seems to have given Janet and her colleagues' ideas for the ways in which they could use their PEP funding to develop their physical education program. Thus, showing teachers what CPD might be able to do for them may serve a motivational function. This may also provide teachers with ideas for directions in which CPD can be taken so that they can retain a greater degree of control in shaping their experiences (Armour et al., 2009).

Looking to Janet for Support

The fact that Janet had recently graduated from State University and was the only teacher involved in the PEP Grant with less than 23 years of teaching experience located her in a position that Dr. Hensen believed could help with the purpose of the grant. He saw her as a young, enthusiastic teacher who was up-to-date on all of the current trends in physical education and looked to her for leadership on several initiatives related to the grant. As he explained, "I needed her here. I took advantage of the fact that she was a new teacher because new teachers aren't so scared to try new things. I really relied heavily upon her to say 'hey, let's go look at Dance Dance Revolution, you be the point person on DDRs…tell me how you would incorporate that into your curriculum.'" Janet acknowledged that the responsibilities she was asked to take on were challenging at times, but they also helped her to grow in areas in which she did not have extensive experience. As she noted, "I don't really know why I got put in charge of talking to different people about different pieces of equipment…that's taken me out of my realm I guess, but it's also teaching me how to handle different situations."

Janet's colleagues affirmed the importance of her role in improving the PEP Grant. For example, Beth explained that "Janet, being so young and knowing the latest stuff and seeing the latest technologies was really a help for us… she has been a real big help with that aspect of the PEP Grant." Her ability to make a substantial contribution in the decisions made about equipment purchases gave Janet an opportunity to connect with her colleagues and prove herself as a beginning teacher and; therefore, played an important role in her socialization into the school. Having the opportunity to take a leadership role in the grant helped to make Janet feel like a valuable component of the school community (Johnson, 2004). It also helped to make the implementation of the grant more teacher-centered as it empowered Janet to make decisions and develop a sense of ownership over the reform initiative (Deglau & O'Sullivan, 2006).

Overall Experience with the PEP Grant

As a whole, the CPD provided to Janet through the PEP Grant had a marked impact on her as a beginning teacher. Among other things, she believes that the grant helped her to learn a valuable lesson related to flexibility. As she explained, "I'm a pretty flexible person to begin with, but with everything that is going on, it is going to teach me to even be more flexible." Dr. Hensen and Beth confirmed the beneficial impact of the PEP Grant. Dr. Hensen noted the impacted of the grant on Janet as a beginning teacher when he commented that it was a "great CPD thing for new teachers…the implementation of the PEP Grant was used as CPD strategy to overcome any perceived weaknesses of Janet as a first year teacher." Janet was asked to compare and contrast her experiences related to the PEP Grant with those pertaining to the State Mentoring and Assessment

Program (S-MAP), a broad and general induction assistance program for all beginning teachers in the state (see Richards & Templin, 2011). Janet unequivocally believed that the PEP Grant was more beneficial. As she explained, "more people are there to help you and guide you through the process so the PEP Grant was definitely more beneficial in terms of having people there to help with physical education."

Richards and Templin (2011) explored the influence of the S-MAP on Janet's induction and found it to be lacking because it was too broad and failed to meet her specific needs as a novice physical educator. Specifically, the authors noted that "Janet found the formal assistance she was provided through the S-MAP to be largely ineffective because it failed to focus on her needs as a beginning PE teacher. In addition, it represented the administration and state government's attempt to perpetuate institutional press (Zeichner & Tabachnick, 1983) and the status quo of the school" (p. 353). In contrast, the support she was provided through the PEP Grant was tailored to the specific needs of her teaching cohort. This affirms Armour's (2006) recommendation that CPD be tailored specifically for the teachers for which it is designed.

Conclusions, Implications, and Recommendations for Future Research

The results of this study indicate that Janet had a positive experience with the CPD and SE curricular reform provided to the LSC teachers through the PEP Grant. She found the SE workshop to be beneficial, enjoyed implementing the model, and believed that she would continue to use SE in the future. The community of practice that was developed among the Liberty teachers helped them to succeed in the implementation of SE and was strengthened as a result of the experience. The reform effort and community of practice also appear to have facilitated Janet's induction into Liberty Middle School. Unlike many neophytes who find themselves tossed into the water and left to sink or swim on their own (Ingersoll & Smith, 2004), Janet had a positive experience working alongside her colleagues and felt supported as they collectively embarked upon the implementation of their first SE season. Some beginning teachers begin their careers in schools that do not promote change (Lawson, 1983); however, Janet was fortunate to be with colleagues who supported and embraced innovation.

There is evidence that CPD is most effective when connected to prior learning experiences (Ingersoll & Smith, 2004). This concept is reinforced through this study. Janet's experience with SE during pre-service training helped to make the CPD initiative more relevant to her and also facilitated her implementation of the model. This helped to advance her knowledge related to the SE model and allowed her to make an authentic contribution in the community of practice among the teachers that contributed to the success of the initiative. It also allowed for the connection between her current teaching situation and that of her preservice training and helped her to continue the learning process (Darling-Hammond & Richardson, 2009).

After some minor miscommunication during the submission of the grant, the model used for the implementation of this reform initiative aligned well with Fullan's (2007) recommendation for combining "top down" and "bottom up" approaches change. The CPD providers and administration provided oversight and accountability through daily observation and weekly meetings, but the teachers had a large degree of flexibility in the way in which they approached the reform initiative. Although the Liberty teachers appreciated the autonomy to design and implement their SE volleyball season, Janet was quick to note that she valued the ongoing support provided by university personnel. Thus, when presented appropriately, CPD partners and administrators can provide support and accountability for ongoing change while also encouraging teachers to develop a sense of ownership over their own experiences. As was illustrated through this case study, such a situation may help teachers to embrace real change in a context in which they feel both supported and encouraged to take risks and try new things.

Janet's experiences with the PEP Grant raise several implications for practice. While it is unreasonable to assume that all school districts will be able to obtain federal funding to enhance their programs, it is possible for schools to foster innovative environments that promote the advancement of CPD and teacher learning through a community of practice. When brought into such environments, beginning teachers may be more likely to apply the skills they learned during undergraduate preparation as they to continue developing as educators. Furthermore, they may be less likely to experience the wash-out effect (Zeichner & Tabachnick, 1981) which is more common when the culture of a school perpetuates the status quo and ignores the perspectives of beginning teachers (Day et al., 2007). It is instrumental that beginning physical education teachers be inducted into environments that promote continual learning through CPD and value and support their views as educators

Future research that focuses on providing CPD to beginning teachers through curriculum reform projects is warranted. These projects should look to capitalize upon the potential to build relationships between school corporations and local universities. As noted by Banville and Rikard (2009), universities are in a unique position to assist local school districts with the induction of beginning teachers as well as CPD. Service-bonded inquiry (Martinek & Hellison, 1997) that creates partnerships between universities and school districts in order to provide assistance to beginning teachers may be a viable option and should be considered. Additionally, since communities of practice seem to be highly influential in the implementation of CPD (Deglau & O'Sullivan, 2006), future research should continue to explore the factors that lead to the development of these learning communities. Specifically, researchers should also focus on the personal, social, and contextual factors that promote the development and maintenance of communities of practices among physical education teachers.

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Using Facebook and Twitter in Athletic Fundraising

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Fundraising for athletics can be achieved with effort and planning. Building relationships with donors is essential for a continuous stream of philanthropic revenue. This manuscript will recommend ways to begin a strategic social media campaign to start informing, promoting, and soliciting donors and potential donors in athletic fundraising.

Social Media Sites

In today's society, how people access information has changed. Individuals are able to find and subscribe to news topics, businesses, celebrities, professional sports teams, and almost anything they find important on the Internet through social networking sites. Sport managers can create significant value for boosters by communicating in online communities (Parker, 2012) such as Facebook and Twitter.

Facebook

Facebook allows consumers to post information, pictures, videos, wall posts, as well as "like" any causes, associations, or brands of interest to them. The Facebook news feed, the center column of the home page, is a perpetually updating list that may include status updates, photos, videos, links, app activity, and "likes".

Facebook users can create a Facebook page or a Facebook group, which can be beneficial in promoting and marketing an organization or business. Once a Facebook page is established, all Facebook users are able to "like" the page. This allows the user to receive status posts created by the page/group administrator automatically. Facebook pages are visible to everyone on the internet, giving an organization or business a public presence on Facebook. Users who "like" a fan page can also interact with other members who have "liked" the page. Creating a Facebook group allows for more controlled communication. People come together around a common cause, issue or activity; to organize, express objectives, discuss issues; to post photos, and to share related content. There are options within the group setting to allow your group page to be (a) publically available – anyone can join by clicking a button, (b) requires administrator approval – anyone can submit a request then the administrator approves access, and (c) by invitation only – the administrator identifies and selects potential subscribers. Like a personal page, group members can post items in the group page news feed. All group members will see the post. Members can also interact with one another.

There are 500 million active users across the globe (Ghosh, 2012). More than 400 million people visit Facebook and spend over 500 billion minutes each month (Yousif, 2012). Facebook is the most popular social networking site to date. Approximately 42% percent of the U.S. users engage with Facebook at least once a day (Exact Target, 2010a). The majority are adults: 35-44 years (22%) and 45+ years (46%) (Skelton, 2012).

Twitter

Twitter can be used to collect valuable information from donors and potential donors, make announcements or provide special offers only available to "followers" (Flagler, 2011). The "#" symbol, called a hashtag, is used to mark keywords or topics in a tweet. It is a way to track, filter, and organize tweets by subject or category (Kho, 2009). Using a hashtag is helpful to search for similar topics tweeted by users with similar interests.

Although 140 characters may not seem long enough to make a point, this characteristic distinguishes Twitter from all other social networking sites. Expressing information in this limited manner draws in a diverse group of users looking for a way to stay in touch with friends and family, network with professionals, keep up with industry news, or even stay in tune with their favorite celebrity tweeters (Geho, Smith, & Lewis, 2010).

Although the user base is significantly smaller than Facebook, Twitter has approximately 127 million active users. Approximately 36% of people tweet once a day. The majority are adults: 35-44 years (25%) and 45+ years (33%) (Skelton, 2012).

What is a Strategic Social Media Campaign in Athletic Fundraising?

By using social networking sites, athletic fundraising organizations are able to reach out to a much larger audience to solicit and inform new donors while

promoting the brand and organization in a positive light. The content of social media posting is determined by what followers want to see and hear. Thirty-eight percent of users are motivated to follow a company, brand, or association on Twitter to get updates on future products while thirty-two percent are motivated to follow to stay informed about the activities of a company (Exact Target, 2010c).

Once a user "likes" the page, initial contact is made by the administrator, or by other members who have "liked" the fan page, in order to begin building relationships. Engaging users and boosters with your brand will create a sense of belonging, driving them to check back for updates, news, and information about the organization. By using 140 characters to communicate a message, the information is instant, on point, and can be highly effective (Sheley, n.d.). Users can stay connected via the internet, desktop applications, text messages, smartphones, and tablets. Not only is Twitter a powerful tool for obtaining information, it is also used to reinforce and promote personal brands and awareness, get feedback, boost website traffic, and offer live exposure (Singh, 2009).

Using Facebook to engage consumers is an opportunity to build trust with followers and to understand their priorities better. Creating a Facebook page will boost social interaction by giving users a way to interact with your brand and with other like-minded consumers (Exact Target, 2010a). It is important to inform donors about athletic team news, used of donated funds such as facility upgrades, and other related donor stories. Making donors feel appreciated is essential to creating a successful social media campaign so post relevant information and pictures will benefit the organization. Simply posting a "thank you" message will reach a large audience and create that sense of entitlement to each booster that what they are doing does matter.

Recommendations for Starting a Strategic Social Media Campaign

Creating a Facebook page may seem simple, but a solid marketing strategy helps organizations exploit everything that Facebook offers. To create a page, users must have an active Facebook account. The first step to consider is what category to list the page. Options include: local business or place; company, organization, or institution; brand or product; artist, band or public figure; entertainment; or cause or community. Depending on the category, the Facebook page will have different fields in the "about" area. Choose the option that fits the organization best.

The next step is to create the "name" for the page that is consistent with the organization and brand. The name cannot be altered once 200 people "like" the page. Customization includes tailoring the profile picture, cover image, and "about" section, to the brand of the company. This will help in promoting the page in a timely manner (How to create).

It is now time to post content to create a high Facebook virality. Virality is the percentage of people who created a story from your page post in relation to the total number of people who have seen the post. On the Facebook and Twitter, conversation is created with content that keeps users coming back for more. Post questions that draw customers into two-way dialogue (Exact Target, 2010a). The content selected will affect involvement which in turn will affect consumer attitude and behavior in the future (Yang, 2012). Essentially, Facebook administrators must maintain consumer engagement by posting frequently and "being an active part of your brand's social conversation" (Exact Target, 2010b, p. 3).

For a brand to be successful on Facebook, the administrator must see engagement from their fans. "Pin" engaging content to the Timeline to draw attention. A "pinned" post appears in the top left corner of a page for seven days. Engaging content includes video footage, commercials, event promotions, and special announcements (Exact Target, 2010b). News and must be timely in order to increase the overall virality. This will ultimately increase the total reach on Facebook, resulting in a higher number of donors and booster club members viewing content on the page. Posting photos increases virality significantly as users are more apt to share them on their personal page.

Content should be consistent, as people like to know what they are signing up for when they "like" the page. Some companies are only concerned with how many "likes" and "followers" they have, but in reality, those who "like" a page are already motivated or connected to the brand in some way. Some users feel they receive too many "junk" messages and un-follow companies who post too much.

Forty-two percent of consumers have "unliked" a brand on Facebook because they felt bombarded with messages and thirty-nine percent "unliked" because they became disinterested over time. In order to keep followers, content must be crafted carefully to avoid being a nuisance to the consumer. Maintain a balance when it comes to soliciting and posting every few months is vital to a brands' social media value. The idea is to engage your audience or community, allow them to get to know you and offer something of value first (Flagler, 2011).

Providing relative news and information that attracted followers and fans gives them a reason to interact with the brand. Posting photos of events that occurred within the organization, sharing videos that the athletics department produces and asking followers and fans what they would like to see and hear about has promoted the SAF and its social media presence. This type of activity assists in the construction of future posts and tweets. One example for a high school booster club is to create excitement about an upcoming sporting event. Take a photo of booster club members working the concession stand or cheering for the local football team and post it on the page. Be sure to include a captain with a small description of what the photo is and where it is located. If applicable, insert an upcoming promotional event or concession stand special.

On Twitter, utilize hashtags so that the message can be viewed by a larger audience. Use hashtags only on tweets relevant to the topic and do not use more than two hashtags per tweet (What are hashtags, n.d.). Using hashtags will

also increase chances of a message being "re-tweeted." Re-tweeting is the practice of forwarding others' messages to one's own network of followers (Malhotra, Malhotra, & See, 2012). One-way to have messages re-tweeted is simply to ask. Malhotra, Malhotra, and See (2012) reported that asking for a re-tweet increased re-tweeting on average of 34%. Tweeting with 70 characters or less were re-tweeted twice as often as longer tweets. If there is not consistent engagement on the page, fans might not be exposed to the content. The more engaged fans are on the pages, the more likely the brand will show up in fans' news feeds (Exact Target, 2010b).

Conclusion

Through tweets and posts, Facebook and Twitter are changing the way information is received. Non-profit organizations and businesses must work to promote their brand effectively through social networking sites. Creating a strategic social media campaign is a great way to inform, promote and solicit donors and potential donors. Gaining followers and "likes" is not the first step in and organizations social media debut. This must be supported by a solid strategy of posting meaningful content that is personalized to the target audience. This creates trust and a sense of brand loyalty, in turn increasing user engagement on both social media sites. With the use of Facebook and Twitter, athletic booster organizations can engage a larger audience while confidently promoting the brand and organization.

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Topics and Content in Human Sexuality: What Are School-Based Sexuality Health Educators Teaching in the Classroom?

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Abstract

Effective sexuality education programs must include knowledge and skills building age-appropriate, medically accurate information. Parents and adults support and want comprehensive sexuality programs to be made available in schools. The purpose of this study was to determine what teachers and health services staff are teaching middle and high school students in a large Indiana school corporation. The results will help researchers and educators to better meet the sexuality education health needs of middle and high school students. Data were collected from currently employed teachers, school nurses, & school counselors who taught sexuality education in middle and high school using a web-based survey. One-hundred and seventy three school staff/teachers completed the survey, for a response rate of 28.3%. The results showed that educators are spending time in the classroom teaching about sexual health issues, however, the time and depth of topics are limited. Recommendations include allocating more time to teaching sexual health topics, making parental consent for students to participate consistent across all schools in the corporation, arranging for parents to review the curriculum materials and to provide homework for parents to do with their children. A majority of the sexual health information students received was from someone other than their teacher; therefore, more teachers need to be trained to teach sexual health in the classroom along with collaboration with sexuality health education professionals to complement the classroom experience.

Key Words: Sexuality Education, Teachers, Secondary Education, Comprehensive Sexuality Education, Indiana.

Introduction

Sexuality Education, as defined as "a lifelong process of acquiring information and forming attitudes, beliefs and values" (Sexuality Information and Education Council of the United States [SIECUS], n.d.). Sexuality education provides critical information and skills development for individuals to develop positive attitudes, beliefs, and values about self-identity, relationships with others and sexual intimacy. Sexuality education also provides life-saving information and decision making skills regarding unintended pregnancy and disease prevention. What has been shown to work in research is that comprehensive sexuality education also works. Boonstra (2010) states that comprehensive sexuality education programs provide teenagers opportunities to learn how to cope with the pressures of premature sexual activity and how to become responsible when they do become sexually active. School-based programs that are complemented with educational messages from parents and programs provided in various community settings allow for children, teens and young adults to receive this information from a multidimensional perspective. A comprehensive sexuality education program is defined by SIECUS

(n.d.) as programs that begin in kindergarten and continue through the 12th grade. Effective sexuality education programs must include knowledge and skills building age- appropriate, medically accurate information related to topics which include human development, relationships, decision-making, abstinence, contraception, and disease prevention. Abstinence- based or abstinence-plus programs also provide a basis for sexuality education programs but these programs emphasize the benefits of abstinence and include information about intercourse and other sexual behaviors in addition to contraception and disease-prevention methods.

Parents and adults support and want comprehensive sexuality programs to be made available in schools. A nationally representative study among adults aged 18 and older, which included 1,001 parents of middle and high school students, concluded 90% of these parents felt it is important to have sexuality education as part of the school curriculum (Kaiser, 2004). In addition, the majority of middle school and high school parents supported comprehensive sexuality education and did not support abstinence-only programs. Bleakley, Hennessey, and Fishbein (2006), conducted a study to examine the public opinion on sexuality education in schools to determine the public's preferences when aligned to those of policymakers and research scientists. Among the sample of U.S. adults ages 18-83, the researchers reported that more than 80% of the participants supported comprehensive sexuality education. These results indicate that parents, and the general public, believe that sexuality education should start in kindergarten and continued through high school. In a recent study, most parents supported comprehensive sexuality education (40.4%), followed by abstinence-plus (36.4%) and abstinence-only (23.2%) (Barr, Moore, Johnson, Forrest, & Jordan, 2014). Over time, parents are still supportive of sexuality education in school-based settings.

On their website, SIECUS (2004) describes the components of a comprehensive sexuality program. At its foundation, a comprehensive program should provide basic information about human sexuality (e.g. include reproductive development, sexual behavior). In addition, programs must provide for opportunities where students feel comfortable to ask questions, explore new concepts and ideas, and assess sexual attitudes. By providing an environment that is safe, students can develop interpersonal skills that increase communication skills which lead to making good decisions that promote a healthy lifestyle. Opportunities to practice peer refusal skills and creating a sense of responsibility regarding sexual relationships with others helps students develop a deeper understanding of their personal responsibility to their own sexual health as well as the health of others. Students also learn to make responsible choices surrounding abstinence, resisting peer pressure, premature sexual activity and the ability to make decisions to reduce sexual risk taking behaviors.

Sexuality education is taught in Indiana schools, but the frequency, duration and content varies by school corporations. In the state of Indiana, it is expected that all public school students will learn that the expected standard is abstinence before marriage. Research has been conducted in Indiana to determine the scope of sexuality education children receive. In 2008, parents were asked to respond to questions related to their communication with their children about sexual health issues (Clark, Baldwin, & Tanner, 2008). Parents reported barriers such as having limited basic sexual health knowledge, which contributed to the quality and time they spend discussing sexuality issues with their children.

Teachers were also asked about their abilities to provide sexuality education to their students (Eisenberg, Madsen, Oliphant, & Resnick, 2011). The participants described challenges and successes towards teaching sexuality. They reported parents as having significant influence on administrators and the direction of school policies. Additionally, the teachers indicated administrators, time, funding, policies and the diversity of their students as organizational barriers. Formal training to teach sexuality education is also an area of interest since there is not a common set of standards sexuality educators much achieve before teaching sexuality education in the schools.

In another study, a group of teachers participated in a semi-structured interview and discussed how they define sexuality, their responsibilities towards teaching sexuality education and their professional training (Preston, 2013). The results indicated that overall, the "teachers defined sexuality in a holistic and sex-positive way" (pg. 25). The teachers varied in their responses about their role and responsibility towards providing sexuality education to their students. For most of the teachers, they were the only source of information. Finally, those teachers with advanced training in sexuality education reported sexuality as healthy and normal, and they expressed having a stronger responsibility of providing sexuality education to their students. While some of the teachers indicated not having additional training, all of the teachers expressed a desire to participate in more formal and specialized professional development focused specifically on how to teach sexuality education.

With the recent creation of National Sexuality Education Standards, clear guidelines have been established for those responsible for teaching sexuality education in the schools (Future of Sexuality education Initiative, 2012). These standards were designed to provide a rationale for teaching sexuality education that is evidence-based. Having sexuality standards is not only important for professional development, but also for those who are in pre-service teacher training programs. It is important to determine what teachers and other school-based educators are teaching in the classroom, and if what they are teaching are in alignment with a comprehensive sexuality program that are based on the sexuality education standards.

Purpose

The purpose of this study was to determine what teachers and health services staff are teaching middle and high school students in a large metropolitan school corporation in Indiana. In addition, this data will help researchers and educators to better meet the sexuality education health needs of middle and high school students. The 39 survey questions were based on a survey utilized by Dodge et al, 2008 for teachers in the state of Florida.

Methods

Data were collected from currently employed teachers, school nurses, & school counselors who taught sexuality education in middle and high school using the web based SurveyMonkey.com. During March and April of 2009, approximately 610 teachers, nurses and counselors were sent the e-mail about the project and 173 completed the survey, for a response rate of almost 28.3%.

Results

Participants

The respondents were asked to indicate their own title. The teacher titles reported included the following: Classroom Teacher (31%), Physical Education Teacher (17%), Health Teacher (9%), Science Teacher (8%), and Special Education Teacher (7%). School Counselors/Social Workers accounted for 7% of the total, and Other titles such as administrator and school nurse accounted for 21%. Of the teachers (n=81), 34% have been teaching sexuality education for 0-5 years, 26% have been teaching sexuality education for 6-15 years, and 40% have been teaching sexuality education for 16 or more years.

Sexuality Education in School

Of the teachers who responded to the survey, almost 80% worked in a school that offered sexuality education during the most recent school year, while approximately 20% worked in a school that did not offer sexuality education. Teachers were asked to rate the amount of time spent in their school to properly cover sexuality education. The majority (54%) indicated that there was too little time spent. One-quarter did not know, the remaining indicated enough time (21%). Only one respondent thought too much time was spent on sexuality education. The number of classroom hours spent on sexuality education was low. Close to 48% of the teachers reported spending one to five hours of class time on sexuality education, 17% indicated spending 6-10 hours, while only 7% spent 20 or more hours over the course of an academic year. The courses in which sexuality education is taught are in Health (62%), Science (28%), Physical Education (10%), Other (10%) and Family and Consumer Science (3%). The "other" courses where sexuality education is taught were in English, Skills for Success and Constitutional Government. Participants who taught sexuality education indicated that it is taught beginning in grade 6 and continued through grade 12.

Permission to Take Sexuality Education

When addressing the issue of parental permission for children to participate in sexuality education, 23% of teachers reported that parents must give active consent for students to participate. Approximately 44% of teachers taking the survey reported that parents/caregivers must give passive consent if they do NOT want their child to participate in sexual education. Almost one-quarter of teachers did not know how students are given permission to take sexuality education classes. Approximately 6% provided "other" responses varying from requirements for particular topics to speculation about the possibility of students to "opt out" if they didn't want to take the class.

Who Teaches Sexuality Education?

Teachers were asked to indicate who teaches sexuality education at their school. Of note, about 74% of sexuality education was taught by someone other than a health education teacher, and the majority of respondents (60%) indicated that an outside agency provided sexuality education (Table 1).

Table 1: Teachers Who Responded "Other" to "Who Teaches Sexuality Education at Your School?"

Description	Number Responding
Local Health Center (or field trip)	22
Outside person, not specified	21
Local County Health Department	17
School Family Life Program	13
Other classroom teachers (topic unspecified)	12
Community-Based Organization Instructors	6
I cover the subject in a particular class	3
Local Hospital System	2
Social Services	2
Law Enforcement	1
Girls Inc.	1
No one	1
Did not specify	1

*(Some respondents indicated multiple sources, therefore total exceeds 81.)

Sexuality education Curricula

Over half of the respondents (61.5%) who reported teaching sexuality education did not use an official curriculum to teach. Of those who did use a curriculum (38.5%), the majority used the assigned health textbook (Glencoe Health), with supplemental materials, and only 3 teachers indicated that they used a science textbook, or other curricula recommended by outside sources. A majority of these respondents also reported having to modify the curricula to meet the needs of their school (55%). When asked about satisfaction with the sexuality education curriculum they chose to teach, the majority were satisfied (74%). Over 97% of teachers did not hold an information session for parents who wanted to view the teaching materials or ask questions.

Respondents who taught sexuality education during the most recent school year were asked to rate their sexuality education curriculum in terms of how well it prepared students for different topics. All of the responses are indicated in Table 2. About a quarter of the participants rated the curriculum as excellent regarding topics relating to the reproductive system, pregnancy and birth, postponing sexual activity until older or married, emotional issues related to sexual activity such as talking to partners, making informed decisions and where to get tested for HIV/STIs. Between a quarter and half of the participants indicated that they did not teach about puberty, menstruation, how to use a condom or condom demonstrations, or how to use and acquire other forms of contraceptives.

Table 2: What Grade Would You Give the Sexuality Education Curriculum You Most Recently Used to Teach Your Students in Terms of How Well It Prepared Your Students Related to the Following Topics?

	A %	B %	C %	D %	F %	Did not teach	Not in curriculum
Puberty	28	14	22	0	0	31	6
Parts of the reproductive system	28	25	28	0	0	17	3
Understanding the basics of pregnancy and birth	25	22	17	7	0	22	8
Menstruation	25	17	17	6	0	28	8
Good Touch/Bad Touch	17	22	17	3	0	33	8
Wait to have sex until older	34	17	26	3	0	14	6
Wait to have sex until married	34	14	23	3	3	17	6
Deal with the emotional issues of being sexually active	27	14	19	16	0	19	6
Deal with the pressures to have sex	24	27	16	14	0	14	5
Talk with a sexual partner about birth control and STIs	22	19	8	14	3	22	14
Talk with parents about sex and relationship issues	16	11	30	16	3	14	11
Talk with friends about sex and relationship issues	19	8	27	16	3	16	11
Know how to use a condom	11	8	0	3	11	42	25
Condom demonstrations	6	6	3	3	6	50	28
Know how to use other forms of contraception/ protection	11	6	3	0	11	44	25
Know where to get condoms, contraception, health care	11	11	5	5	11	38	19
Make informed choices about sexual activity	24	19	16	11	3	19	8
Know where to get tested for HV and STIs	27	14	16	5	8	19	11

Respondents were asked to indicate the types of community groups they used to complement what they do in the classroom. They were able to choose more than one response. The highest recorded group utilized in the classroom was teen parents. While the teachers were in a public school system, 16% of them invited prayer/religious groups to their classrooms. Other groups utilized by the teachers are represented in Table 3.

Table 3: Groups Utilized by Teachers

	%
Teen parent groups	29
Prayer/religious groups	16
Student abstinence groups	16
GLBT groups	13
Students Against Drunk Driving	10
AIDS Advisory Counsel	3
Child care facilities for students with children	3
Advocacy groups	3
Gay/Straight Alliance	3

Teaching Strategies

Those who reported teaching sexuality education in the most recent school year were asked to indicate the frequencies with which they used various teaching strategies (Table 4). Teachers responded that lecture (47%) and class discussion (73%) were the most often used strategies, and religious guest speakers (7%) were the least often used in the classroom. Role play, which often includes skills development, was often used by only 13% of the respondents. Almost half indicated that they use some peer education strategies.

Table 4: How Often Teachers Used the Following Teaching Strategies When Teaching Sexuality Education (%)

	Often	Sometimes	Rarely	Never
Lecture	41	47	9	3
Class discussion	73	21	3.0	3
Small group discussion	24	34	27	15
Role-play/simulation	13	23	17	47
Audiovisual materials	36	29	7	28
Guest speakers – counselors	19	29	13	39
Guest speakers – community organizations	28	16	12	44
Guest speakers – religious organizations	0	4	7	89
Guest speakers – nurses	13	17	13	57
Guest speakers – public health personnel	24	33	6	37
Book assignment	34	31	13	22
Class project	19	29	10	42
Internet information	16	30	17	37
Peer education	11	32	11	46

Teaching Values Related to Sexuality Education and Sexual Activity

Those who reported teaching sexuality education were asked to indicate whether they teach particular values related to sexuality. Table 5 represents the values statements and the percentage of teachers who teach these values in the classroom. The overwhelming value (83%) taught by teachers was that abstinence from sexual activity is the only certain way to avoid out- of-wedlock pregnancy, STIs, and other associated health problems. Almost half (47%)

of the teachers indicated that they tell their students that they would experience harmful psychological and physical effects should they engage in sexual activity outside of the context of marriage.

Table 5: Values Taught in the Classroom (%)

In my classroom, I teach...	Yes	No
the social, psychological, and health gains to be realized by abstaining from sexual activity.	74	26
abstinence from sexual activity outside marriage as the expected standard for all school-aged children.	63	37
that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, STI's, and other associated health problems.	83	17
that a mutually faithful monogamous relationship in context of marriage is the expected standard of human sexual activity.	55	45
that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects.	47	53
that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society.	53	47
young people how to reject sexual advances and how alcohol and drug use increases the importance of attaining self-sufficiency before engaging in sexual activity.	68	32
vulnerability to sexual advances.	69	31

Influence on Topics Taught in Sexuality Education

Teachers were asked whether, and to what extent, various groups had an impact on the topics taught in sexuality education (Table 6). While student input (50%) had "a great deal" of influence on deciding topics that were discussed in sexuality education, parental influence did not have any influence (47%). A quarter of the teachers indicated that their comfort level and training was reported as having a great deal of influence on what they teach. Respondents indicated that state government (47%), principal (42%), and school (33%) had no influence on what was taught in the sexuality education classroom.

Table 6: Who Influences What Teachers Teach in Their Classrooms (%)

	A Great Deal	Some	Not Much	None
Your state government	16	22	15	47
Your school district	24	40	15	21
Your school	27	17	23	33
Your principal	23	13	22	42
Parent input	12	13	28	47
Student input	50	16	22	12
Values of surrounding community	10	45	19	26
Your values	27	52	12	9
Your comfort level	28	41	19	12
Your training	28	28	22	22
Curriculum, resources, & time constraints	47	25	16	12
Availability of outside resources	19	31	28	22

Topics Taught in the Classroom

Sexuality. Of the sexual health topics listed on the questionnaire, abstinence was taught by 85% of the teachers. STIs (79%) and HIV/AIDS (78%) were chosen as the next most common topics taught by the teachers. In the state of Indiana, teachers are required to teach students about HIV/AIDS. The majority of the teachers do not teach about sexual dysfunctions (87%), masturbation (84%) and sexual fantasy (81%). Table 7 depicts the topics taught by teachers in their classroom.

Table 7: Sexuality Topics Taught by Teachers (%)

	Yes	No
Abstinence	85	15
Human sexual response	48	52
Masturbation	16	84
Sexual fantasy	19	81
Sexual dysfunction	13	87
Sexuality throughout life	36	64
Shared sexual behavior	29	71
Abortion	38	62
Contraception	53	47
HIV/AIDS	79	21
Pregnancy & prenatal care	49	51
Reproductive health	68	32
Sexual abuse, assault, violence, harassment	67	33
Sexuality & the media	65	35
Sexually transmitted diseases	79	21

Human Development. Teachers were asked what topics related to human development they discussed in sexuality education (Table 8). The topic of reproduction (89%) was discussed more often than any other human development topic among respondents. A little over three-fourths of the teachers discussed puberty, anatomy and physiology, and body image. Sexual orientation was discussed the least at 78%.

Table 8: Human Development Topics Taught by Teachers (%)

	Yes	No
Body Image	73	27
Gender Identity	42	58
Gender Roles	47	53
Puberty	74	26
Reproduction	89	11
Sexual Anatomy & Physiology	74	27
Sexual Orientation	22	78
Embryology	42	58

Personal Skills. Teachers were asked what topics related to personal skills they discussed their classrooms (Table 9). The topic of decision-making (89%) was discussed more often than any of the other personal skills and the majority of the teachers also discussed looking for help

(e.g. health care) (77%) and communication skills (77%). Negotiation was discussed the least (36%) among personal skills.

Table 9: Personal Skills Topics Taught by Teachers (%)

	Yes	No
Assertiveness	69	31
Communication skills	77	23
Decision-making	89	11
Looking for help	77	23
Negotiation	36	64
Values	74	26
Ability to access resources for STI testing/contraception	51	49

Relationships. Teachers were asked what topics related to relationships they discussed in sexuality education (Table 10). The topics of friendship (76%) and families (75%) were discussed most often among respondents. Marriage and lifetime commitments (10%) were discussed the least by respondents.

Table 10: Relationship Skills Taught By Teachers (%)

	Yes	No
Families	75	25
Friendship	76	24
Love	64	36
Marriage and lifetime commitments	10	30
Raising children	65	35
Romantic relationships & dating	59	41
Values	68	32

Training To Teach Sexuality Education

Almost 80% of teachers responding to the survey have never received any formal training to teach sexuality education. Of those who had received formal training, the majority indicated this had occurred in undergraduate (n=13) or graduate courses (n=4) they took in college. Additionally, some attended school sponsored training (n=4), or other workshops/courses offered by other organizations (n=6). A few received this training as part of certification for various fields (n=3), or in previous jobs (n=3). One person mentioned attending conferences where training occurred.

Of those responding that they had received formal sexuality education training, it had been more than two years since the majority of teachers received formal training in human growth and development (77%), personal skills (60%), relationships (63%), sexual behavior (59%), sexual health (63%) and society & culture (55%). Very few had received any training in the last year, and some never received any training on the specific topics mentioned above as part of their formal training.

For those indicating experience with training, they were asked what kinds of assistance would help them discuss various topics related to sexuality. For every topic, teaching materials was the highest requested assistance. The breakdown by topic is as follows: human growth & development (57%), personal skills (46%), relationships (46%), sexual behavior (51%), sexual health (46%), and society & culture (51%).

All teachers were asked whether they would be interested in receiving training or additional training in sexuality education. Almost 36% would be interested, 44% would not be interested, and 20% reported they were unsure (61 participants did not respond to this question). Of those who indicated wanting additional training, their specific interests varied. The most common topic of interest was HIV/AIDS and STIs. A few indicated that they wanted training in all areas of sexuality education. Areas related to sexuality and disabilities, sexual decision making and relationships were of low interest.

Teacher Attitudes and Beliefs Regarding Sexuality Education

When asking teachers about the extent of their attitudes and beliefs regarding sexuality education (Table 11), a little over half of the teachers (61%) strongly disagree that teachers with strong religious beliefs about sexuality should teach those beliefs to their students. Respondents also strongly disagree (70%) that young people should learn about sexuality from their own experiences. Also of note, 56% of teachers strongly disagreed with the statements that sexuality should not be taught in schools and that students should be discouraged from asking sexuality-related questions (62%).

Table 11: Teachers' Extent of Agreement to Attitudes and Beliefs (%)

1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
Experts such as doctors, nurses, & psychologists should be called upon to teach sexuality in the school rather than classroom teachers	9	15	34	17	25
Before a person should be allowed to teach sexuality education, they should meet certain criteria (i.e., certification)	4	7	19	23	47
Teachers who have strong religious beliefs about sexuality should teach these beliefs to their students	61	13	13	6	7
A well-qualified teacher is the most important ingredient in an effective school sexuality education program	6	7	21	28	38
Young people should learn about sexuality from their own experiences	70	19	4	1	6
Teachers need to discuss the role of the family in personal growth and development	4	4	10	32	50
Teachers need to help adolescents understand their responsibilities to self, family, and friends	4	2	8	31	55
Adolescents should be taught about sexuality	4	4	11	26	55
Sexual play among adolescents is natural and harmless	48	22	22	3	5
Sexuality should not be discussed in the classroom	47	27	13	3	10
Sexuality education should not be taught in the school	56	21	12	5	6
Talking about sexuality encourages people to become sexual	55	25	12	4	4
Persons involved in school sexuality education often lack adequate training	9	12	44	26	9

Students should be discouraged from asking sexuality-related questions	62	23	6	4	5
Parents are generally supportive of school based sexuality education	5	7	48	29	11
My school district provides adequate training and helps teachers to secure necessary resources	32	24	32	8	4

An overwhelming majority of teachers (80%) responded that they believe young people should be given medically accurate information about birth control and safe sex in school, regardless of whether they are sexually active or not. Seventy four percent of teachers do NOT believe that giving medically accurate information about birth control and safer sex to young people in schools encourages them to have sex. Although well over half felt that by educating students about sexual health issues, still about 16% were unsure if talking about it encouraged teens to become sexually active.

Discussion

Several recommendations were developed from analyzing this data. The first recommendation is for the school corporation to develop a sexual health curriculum committee. It is recommended that community partners be included in the development, implementation, and evaluation of their sexuality curriculum. Some suggested members of the committee might include parents who currently have children in middle and/or high school, students from the middle and high school, school nurses, school physicians, pediatric adolescent development professionals, school social workers, school administrators (Vice Principal or Principals), curriculum directors, teachers who teach sexual health, religious leaders, representatives from the local health department, local hospital and local university.

Based on best practices in sexuality education, the sexual health curriculum committee should evaluate the current "curriculum" which is using their current health textbook. Through this evaluation they can decide if they should develop a new curriculum or adopt a preexisting sexuality curriculum like the *Michigan Model* or *Our Whole Lives*.

Whether they revamp their existing curriculum or adopt a new one, specific recommendations are offered to be considered to strengthen it. These include: allocating more time to teaching sexual health topics, making parental consent for students to participate consistent across all schools in the corporation, arranging for parents to review the curriculum materials, and to provide homework for parents to do with their children. A majority of the sexual health information students received was from someone other than their teacher; therefore, more teachers need to be trained to teach sexual health in the classroom and bring in agencies or professionals to complement the teacher so the teacher can become the source for information and resources for their students. Help should be provided to teachers to assist them in incorporating sexual health topics across the health education curriculum. For example, teach about sexual assault and rape during the safety session or sexual anatomy and physiology during the anatomy/physiology sessions. They should consider adding condom demonstrations and information where students can obtain birth control information and where students can get health care related to sexual health and overall health needs. Teachers need to consider how to incorporate sexual orientation, gender roles and gender identity and resources related to this topic into the curriculum. They need to consider incorporating accessing resources for prevention and testing related to STIs and contraception in the curriculum. More time needs to be spent on skills development, specifically related to negotiation of sexual behaviors. They need to include more information about marriage and lifetime commitments as they relate to sexual health issues.

A clearinghouse of sexual health resources could be developed for teachers, staff, students, and parents. They should develop a link on the school corporation website for teachers and staff who teach sexuality education related to resources they can use to help teach their courses and also share their resources with other teachers and staff. This could be a way to share resources within the corporation. There could also be resources for students and parents.

Professional development for teachers and staff is needed. This could be obtained through working with the state department of education, partnering with institutions of higher education or using existing professional development options such as those offered online through the Answer Program from Rutgers University. In addition to obtaining content knowledge and teaching technique ideas, a session on values clarification might prove to be helpful for teachers and staff.

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