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Volume 44, Number 3 Fall Issue 2015

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Indiana Association for Health, Physical Education, Recreation and Dance
Affiliated with American Alliance for HPERD

Indiana AHPERD Journal

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

Volume 44 | Number 3 | Fall 2015

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Table of Contents

Important Journal Information

Indiana AHPERD

Karen Hatch

Executive Director

inahperd@inahperd.org

(765) 664-8319

IAHPERD

has sent out numerous e-mails starting at the beginning of January, 2012. Several of these e-mails have been re-routed back to us as undeliverable because the school's IT department has quarantine settings on unknown outside e-mail. Please check your spam folder to see if indianaahperd@aol.com or inahperd@inahperd.org have been quarantined by your institution. If this is the case please work with your school to allow your e-mail address to receive communications and filter them to your inbox. Another solution is to send your home e-mail to inahperd@inahperd.org for an update of your current information to ensure you are receiving important and membership information.

All future 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 to continue receiving important and membership information from IAHPERD. This may be done by e-mailing your current contact information (name, address, phone and e-mail) to inahperd@inahperd.org.

Indiana AHPERD State Conference

November 4-6, 2015
Wyndham Indianapolis West
Indianapolis, Indiana

Future SHAPE America National Conventions

April 5-9, 2016
Minneapolis Convention Center
Minneapolis, Minnesota

SHAPE America
Society of Health and Physical Educators
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Conference Information can be found at www.inahperd.org.
IAHPERD greatly appreciates you for keeping your membership records up-to-date.

IAHPERD 2015 State Conference

"Rise Up Indiana"

Keith Buetow
2015 Indiana AHPERD State Conference Coordinator

Hello and welcome to all our members. I trust that your year is off to a good start and this year's State Conference will keep that feeling alive or provide an additional boost to your psyche. We have an excellent array of speakers to include distinguished ***Keynote Speaker Glenda Ritz, the Indiana State Superintendent of Public Instruction.***

The conference begins on Wednesday, November 4th with the IAHPERD Awards Banquet. The evening begins at 6:00 with dinner followed by our recognition ceremonies. This is our chance to recognize those individuals that have truly represented our profession in outstanding ways. It is a ticketed event, extra to registration for the conference, but is a great and enjoyable evening.

Thursday November 5th gets the Conference underway at 8:30 am with our keynote speaker Glenda Ritz opening our conference. This will be an excellent opportunity to hear the top education leader of our state.

After the keynote, we begin the many individual sessions of the conference that start Thursday at 9:30 am and conclude at 4:00 pm followed by our All-Conference Social. Sessions reconvene Friday at 8:30 am and close at 4:00 pm. Each day offers a full day of sessions as we have **80 individual sessions** that have been accepted for this year's conference. Sessions are being conducted by past teacher of the year recipients, individuals that have presented at national conventions, speakers back by popular demand, and the very qualified professors and teachers that work in the trenches so to speak.

Here is a small sampling of some of the session topics:

"Sit on your Butt & Be Active: All-inclusive Sport Activities", "Angels & Doves – Anti-bullying/Anti-Violence", "Superstar Competition for our college students", "OOPS, Shut up and Dance", "DrumFit: Exercising Body and Brain", "Do It Daily: Fitness Activities for all levels", What Does 'Being Healthy' look like? How to research using photography", "Top Collegiate Teaching tips and techniques used by connected educators in the college classroom", "Assessment Ideas for P. E. 1 and 2", "Virtual Events: Fundraising and Engagement", and H-appyHour 2.0.

These are obviously just a few of the 80 different offerings. As you can see, the 2015 State Conference will provide sessions on a wide assortment of topics.

Registration is now open and you will definitely benefit by taking advantage of the Early Bird opportunity. But remember, to be an early bird you must register by October 1st. Registration forms and information can be found on our website www.inahperd.org under events and workshops.

Additionally, if you are unsure of financing, you can apply for a practitioner's grant that will provide practitioners working in the K-12 schools in the fields of health, physical education, recreation and dance funding to attend the IAHPERD State Conference. Rubrics for this grant and the application can be found under Advocacy on our website. The information currently states 2014 but the application and rubrics apply to 2015 as well so go forth and apply.

Also, do not forget that you can obtain up to **11 PROFESSIONAL GROWTH POINTS** that count towards licensing and evaluations. We will have forms for you to fill out at the conference that you can take with you as verification.

This year's conference provides some very exciting presentations and I hope that you will not miss this chance to rejuvenate, expand, and learn from the best in our state. Attend at least one if not both days of the conference to take advantage of this opportunity. I hope to see all of you there.

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INDIANA AHPERD

2015 STATE CONFERENCE AND EXPOSITION REGISTRATION FORM

RISE UP

NOVEMBER 4, 5, 6, 2015
WYNDHAM WEST INDIANAPOLIS

MEMBERSHIP

☐ New in 2015
☐ Renewal in 2015

MEMBERSHIP TYPE

☐ Professional
☐ Student
☐ Retiree

I AM A

☐ Hoops for Heart Coordinator
☐ Jump Rope for Heart Coordinator

PRINT First Name ____ MI ____ Last name ____

Home Phone ____ Work Phone ____

Preferred Mailing Address ____ City ____ State ____ Zip ____

Preferred Email Address ____ Summer Email Address (if different) ____

School/Company Name ____ School Corporation ____

EMPLOYMENT LEVEL

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

PRIMARY INTERESTS
SELECT UP TO THREE

☐ Recreation ☐ Health ☐ Coaching ☐ Dance
☐ Sports Management ☐ Professional Development ☐ Adapted Physical Education ☐ Physical Education

	Professional Member		Professional Non-Member		Student Member		Student Non-Member		Amount
	Early Bird Fees	Onsite Fees	Early Bird Fees	Onsite Fees	Early Bird Fees	Onsite Fees	Early Bird Fees	Onsite Fees	
JOIN IAPHERD TODAY – Membership for 2015	$40	$40	n/a	n/a	$20	$20	n/a	n/a	
2 Day Conference	$95	$120	$140	$175	$35	$50	$65	$75	
1 Day Conference I will be attending _____Thursday _____Friday	$55	$70	$115	$130	$30	$40	$60	$65	
Retired Professional	$0	$0	n/a	n/a	n/a	n/a	n/a	n/a	
Awards Dinner: Wednesday, November 4	$35	n/a	$40	n/a	$35	n/a	$40	n/a	
JRHH Lunch and Awards for coordinators only on Thursday, November 5 (will be reimbursed when you pick up your lunch)	$15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Sports Management Day: Friday November 7th (includes membership, registration, and lunch)	$70	n/a	n/a	n/a	$50	n/a	n/a	n/a	
PRE-REGISTRATION: POSTMARKED BY OCTOBER 1								TOTAL	

ONLINE REGISTRATION IS AVAILABLE ON WWW.INAHPERD.ORG
PRE - REGISTRATION DEADLINE POSTMARKED BY OCTOBER 1

Online registrations will not be accepted after midnight October 20th, or if mailed, must be postmarked October 15th.
After October 20th, those wishing to register for the state conference are asked to register onsite beginning at 7:30 a.m. on Thursday, November 5th at the conference registration desk at the
Wyndham West Indianapolis.

Cancellations must be made in writing to IAHPERD Executive Director, Karen Hatch and postmarked no later than October 20th. All cancellations are subject to a $10.00 processing fee.
Refunds will be issued 6-8 weeks after the conference.
No cancellations will be accepted or refunds issued on requests made after October 20th.

Complete and Mail form with fees to:
IAHPERD
Karen Hatch, Executive Director
2007 Wilno Drive
Marion, IN 46952

Make check payable to: **IAHPERD**
Note: We **DO NOT** accept school or corporate **PURCHASE ORDERS**
ONE REGISTRANT PER FORM
Any questions please call Karen Hatch at 765-664-8319

INDIANA AHPERD

ONLINE REGISTRATION IS AVAILABLE ON WWW.INAHPERD.ORG
PRE - REGISTRATION DEADLINE POSTMARKED BY OCTOBER 1

Message From The President

2015 State Conference

Keynote Speaker

Glenda Ritz

State Superintendent of Public Instruction

Leadership Council Opportunities

DISTRICT LEVEL
STATE LEVEL
COMMITTEE INVOLVEMENT
STATE OFFICE
REGIONAL LEADERSHIP

Adapted Physical Education Council
Advocacy Council
Aquatics Council
Dance Council
Physical Education: Elementary School Council
Physical Education: Middle School Council
Physical Education: Secondary Council
Fitness Council
Future Professionals Council
Health Council
Higher Education/Research Council
Jump Rope/Hoops for Heart Council
Recreation Council
Sport Council
Sport Management Council
Technology Council
Awards Committee
Mini –Grant Committee

If interested, please select a council you would like to join and email me at blclegg@bsu.edu for more information.

Bethany Clegg
IAHPERD President
Physical Education Teacher
Burris Laboratory School
Ball State University
BLCLEGG@bsu.edu

Dear Fellow IAHPERD Members,

I hope that you had a wonderful and restful summer. As we all start back with our fall schedules, I wanted to let you know about some exciting updates that have been going on with IAHPERD. We are striving to provide the best and most updated benefits for our members.

I have spent time over this spring and summer trying to build a good relationship with the Indiana Department of Education. I believe that our association should be seen by the Department of Education as partners and the **"GO TO GROUP"** when it comes to our discipline in our state. I have attended several meetings and contacted them many times to help strengthen our partnership with them. I am happy to announce the *State Superintendent of Public Instruction, Glenda Ritz,* will be our keynote speaker for our 2015 state conference. I am hoping that this continues to foster a partnership where we have a voice in policies that are being made in regards to physical education and health.

Building a good relationship with the Indiana Department of Education

Students need less structured learning time and more time for play to improve test scores and discipline problems at school

We have made it a priority to improve our organization's use of technology. However, in an organization run by volunteers, this is often more difficult than it may seem. The leadership team has been diligently researching ways to make this possible. Over the last year, the executive team and Tom Sawyer have spent many hours trying to update our journals so that they are available digitally. We contracted a company to manage this project for us. This was a big project. However, it keeps us current with technology trends, and it will greatly reduce our printing costs. You can now search previous journals through our website. We are also working on providing an app for our state conference. The executive committee has been researching and examining the different app options and trying to figure out what will best service our needs at the conference and still be cost effective. The technology council will be providing a booth at the conference to help troubleshoot issues as we continue to grow and learn.

I was excited to see the Indiana Department of Education post a new article from the Washington Post on their social media explaining that students need less structured learning time and more time for play to improve test scores and discipline problems at school. However, if we want to see changes be made to state laws, both as group and individuals, we all need to continue to be advocates. Please challenge yourself to make three contacts for advocating for physical education and health this fall. It can be as simple as the PTO group at your school, a local school board or even an email to legislators. **The process of advocating needs to start before problems arise.**

Sincerely,

Bethany Clegg
IAHPERD President

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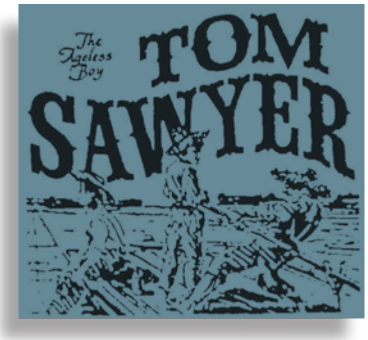

Editor's Notion Page

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Concussions a Leading Cause of Serious Injury in Sports

Mann V. Palmerton Area School District
33F.Supp.3d 530
July 17, 2014

Thomas H. Sawyer, Ed.D.
Professor Emeritus, Indiana State University

Introduction

Plaintiff Sheldon Mann ("Sheldon") is an incapacitated person born on January 18, 1994 (Mann v. Palmerton, 2014 at P 4). Sheldon was a student at Palmerton Area High School and participated in the school's football program beginning in July of 2008 (Id. at PP 38-39). Defendant Walkowaik was the head coach and the assistant coaches of the football team (Id. at PP 41-42).

Background

On November 1, 2014, Sheldon was participating in football practice at Palmerton Area High School (Id. at P 45). During practice, he was hit by a teammate running full speed towards him and the coaching staff came onto the field to attend to Sheldon's injury (Id. at PP 46-47). After the hit, Sheldon reported feelings of numbness and/or disorientation to the coaching staff, and Sheldon's behavior was erratic (Id. at PP 48-49). Immediately after the incident, the coaches told Sheldon to continue to play in the practice, failing to perform a medical evaluation or concussion testing or to send him to the athletic trainer (Id. at PP 50-53). The coaches also failed to notify Sheldon's parents of this injury (Id. at P 54). Later on during the same football practice, Sheldon was hit for a second time by a teammate running at full speed (Id. at P 58). After the second hit, Sheldon was confused, dazed, unable to continue practice, and he experienced physical manifestations of his injury like dry heaving (Id. at PP 58-59).

Complaint

A high school student and parents brought action under s 1983 against school district alleging violations of son's Fourteenth Amendment due process rights after son sustained traumatic brain injury during football practice.

Judgement

Defendants' motion to dismiss will be granted in part and denied in part. The motion will be granted with respect to Count III of the Amended Complaint, alleging violations of the Constitution of the Commonwealth of Pennsylvania. This claim will be dismissed with prejudice. The motion as to individual claims of Kenneth and Rose Mann will be denied as moot. Defendants' motion to dismiss will be denied in all other respects.

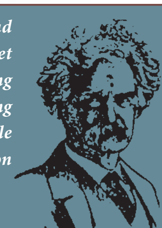
Risk Management Actions

The following are a few risk management actions that athletic directors should implement:

- include the full-text of both the state law and state association requirements in coaching handbooks and during in-service programs,
- create and use of a Concussion Incident Form/Concussion Clearance Form on which a coach or athletic trainer will provide a brief description of any suspected head injury to a student-athlete, document the return-to-play (RTP) protocol that is employed, and to which may be attached the written RTP clearance by the appropriate medical personnel, and
- clarify for student-athletes and parents that the school retains the right to refuse to grant medical clearance for an athlete's RTP if evidence is provided by any qualified individual (a coach, athletic trainer or other appropriate medical professional) that the athlete remains concussion-symptomatic.

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



Utilizing Program Theory for Sport Organization: Revenue Generation Programming Evaluation

Elizabeth A. Wanless, Ball State University
Ryan M. Brewer, Indiana University Purdue University Columbus
Lawrence W. Judge, Ball State University
Roger Wessel, Ball State University

Abstract

The use of evaluation models in an effort to improve programming exists at the core of many different types of initiatives within sport organizations. Program theory of evaluation differs from the bulk of evaluation models as it links program design or program inputs with planned program results as a means for the evaluation, and can include both quantitative and qualitative analyses. The following manuscript provides program theory description through depiction of the simple logic model and steps for its general use, the potential use of program theory in revenue generation programming evaluation for sport administrators supported with documented use of program theory in a sport context as well as various other settings, and strengths and weaknesses of the program theory evaluation model.

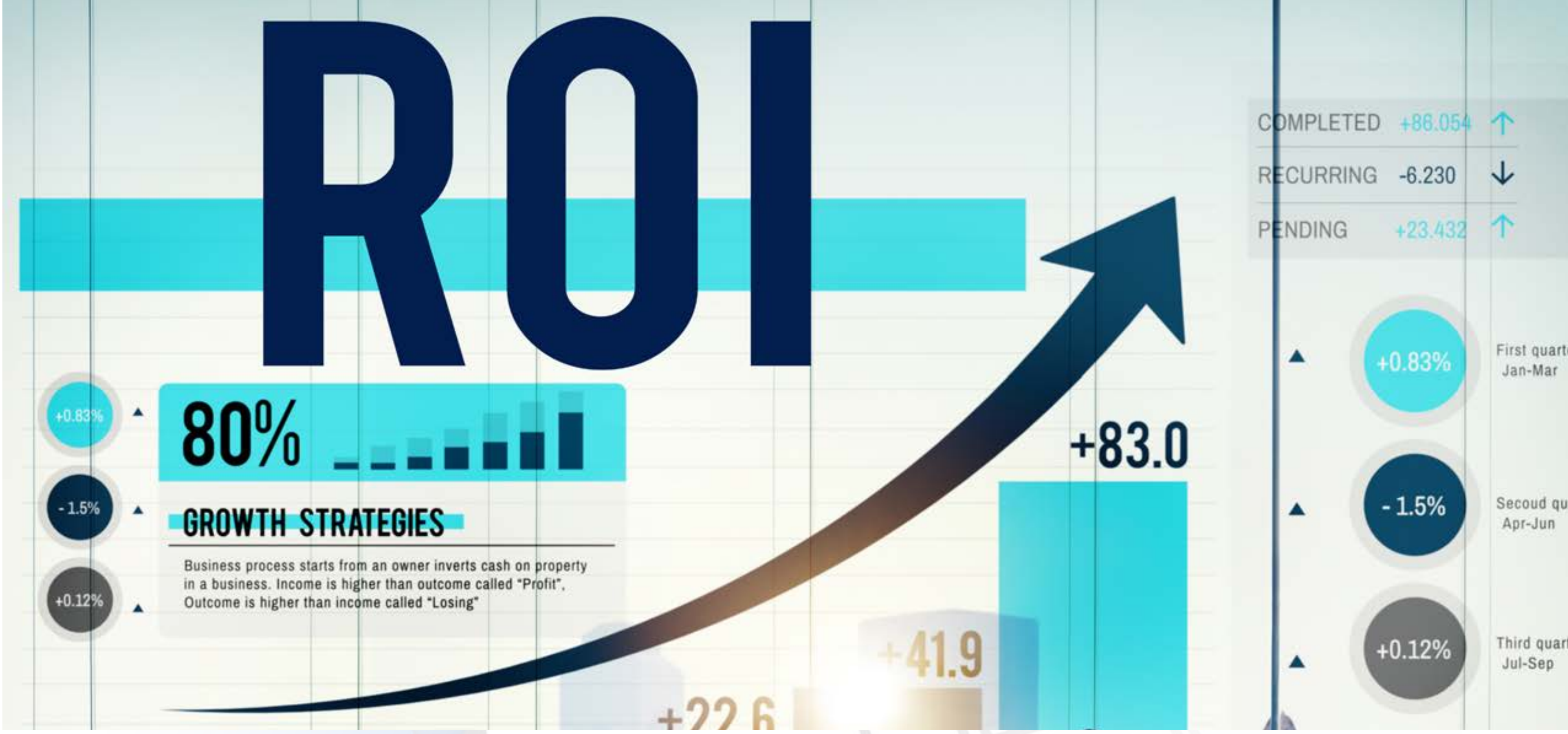
Key words: program theory, revenue, evaluation, sport

Evaluation of a program's results in the context of the planned objectives is a critical component to understanding whether the program justifies the original investment. The use of evaluation models in an effort to improve programming exists at the core of many different types of initiatives within a variety of disciplines ranging from business to public administration to education to health interventions (Benjits & Lagae, 2011; Cole, 1999; Grammatikopoulos, 2012; Poland, 1974; Rogers, 2008; Rogers et al., 2000). A variety of evaluation models complements the widespread use of evaluation strategies, and such models use both quantitative and qualitative methods in their approach (Benjits & Lagae, 2011; Poland, 1974; Rogers, 2008; Rogers et al., 2000). In an article utilizing descriptive statistics to assess sport marketing evaluation strategies, Martin et al. (2011) suggested there was a lack of a systemic evaluation in intercollegiate athletics administration. The researchers, targeting intercollegiate marketing programs specifically, proposed this lack of evaluation might be due to a lack of time and training (Martin et al., 2011), an obstacle identified by Rogers et al. (2000) in additional areas outside sport. Various evaluation researchers (Friedman, 2001; Poland, 1974; Rogers, 2008; Rogers et al., 2000), including those studying sport evaluation (Benijts, & Lagae, 2011; Martin et al., 2011), stressed the importance of evaluating the success or failure of programming in order for continual improvement as well as appropriate and efficient fund allocation. The need to conduct evaluation increases in its importance given the criticism many sport organizations such as the National Collegiate Athletic Association (NCAA) face with respect to using sub-par revenue generation strategies (Bouchet, Ballouli, & Bennett, 2011; Drayer, Shapiro, & Lee, 2012). Program theory of evaluation differs from the bulk of evaluation models as it links program design or program inputs with planned program results as a means for the evaluation (Brousselle & Champagne, 2011; Cole, 1999; Friedman, 2001; Rogers, 2008; Rogers et al., 2000). The following analysis provides program theory description through depiction of the simple logic model (W. K. Kellog, 2004) and steps for its general use, the potential use of program theory in revenue generation programming evaluation for sport administrators supported with documented use of program theory in a sport context as well as various other settings, and strengths and weaknesses of the program theory evaluation model (see Figure 1).

Figure 1: A Simple Logic Model
W.K. Kellogg Foundation, 2004
cited in Rogers, 2008

Program Theory Description

Program theory of evaluation can be and has been described in numerous ways with numerous adaptations of the definition (Cole, 1999; Friedman, 2001). At the heart of program theory of evaluation, however, lies an evaluation model grounded in a framework to link inputs and outputs (Cole, 1999; Friedman, 2001; Rogers et al., 2000; Rogers, 2008; Schuman, 1967). Rogers (2008) defined program theory to include a variation of the following five categories: "input, processes, outputs, outcome and impact" (p. 33). Many different types of variations of these five components can be used depending on the complexity of the model (Friedman, 2001; Rogers, 2008), but a simple logic model, usually presented as a visual guide, serves as the basic definition (W. K. Kellogg Foundation, 2004; Rogers, 2008). As denoted by the W. K. Kellogg Foundation (2004) and cited in Rogers (2008)



and Rogers et al. (2000), the simple logic model is composed of two separate larger categories: planned work and intended results. Input, one of the five components identified by Rogers (2008), describes the resources needed to operate a program. This includes human, equipment, and financial resources. Processes, the next component (Rogers, 2008), refers to the planned activities to accomplish intended results. Outputs, the third component (Rogers, 2008), begins the intended results section as denoted by W. K. Kellogg (2004), and describes the amount of product and/or service originally intended as the purpose of the program. Outcomes, the fourth component (Rogers, 2008), refers to the benefits participants are intended to receive. Impact, the fifth component (Rogers, 2008), captures the changes in systems that might be expected to occur as a result.

Steps for Use

Although program theory of evaluation and corresponding logic models can be used in several different ways, researchers have suggested that in general, program theory first involves a decision among stakeholders as to the critical factors necessary for success for the planned outcome of a program or intervention (Friedman, 2001; Rogers, 2008; Schuman, 1967). When drafting the model for an intervention or program, evaluators can compare stakeholder opinions with available research (Benjits & Lagae, 2011; Brousselle & Champagne, 2011; Rogers et al., 2000). These factors, also known as planned activities, are then measured as the program takes place (Rogers, 2008). As program outputs, outcomes, and impacts reveal, evaluators and program leaders link the actual outcomes to measurements of planned activities. If program leaders have achieved intended outcomes, they now have a template of measurable activities that led to the outcome (Rogers, 2008; Rogers et al., 2000). If program leaders have not achieved outcomes, they now have a template of measurable activities to analyze for shortcomings.

Program Theory Documented Use

Program theory has been documented for effective use in several different disciplines (Crohn & Birnbaum, 2011; Cole, 1999; Eaves & Gnich, 2013; Grammatikopoulos, 2012) as well as in sport (Benijts & Lagae, 2011). A physical education program, "Early Steps," designed to coordinate and link physical education such as motor skills acquisition with fitness educational goals, used program theory of evaluation to design the program and to evaluate the intended outcomes (Grammatikopoulos, 2012). The specific aim for the program was to educate preschool children through physical activity and curricula as to the importance of a healthy lifestyle and principles to achieve that lifestyle. Researchers founded the program based on the notion that knowledge was needed before a healthy lifestyle could be achieved. Members of the program team met together to determine the most effective design for the program as suggested in program theory evaluation research (Friedman, 2001; Rogers, 2008; Rogers et al., 2000; Schuman, 1967); the group involved coordinators, university partners, early childhood teachers' representatives, and the program evaluator (Grammatikopoulos, 2012). They also determined, based on the model, measurement periods throughout the program to document progress, the strategy demonstrated in Rogers (2008). For example, teacher training before program implementation was tested (Grammatikopoulos, 2012). After the program ceased, program leaders stepped back and evaluated the project according to its original intended outcomes in conjunction with the steps as suggested in Rogers (2008) and Rogers et al. (2000). Interviews, checklists, questionnaires, external observers, students, and teachers provided feedback that showed the program was indeed successful in increasing participant knowledge as well as having been carried out according to original objectives (Grammatikopoulos, 2012).

Program theory has also been used to evaluate environmental education (Crohn & Birnbaum, 2011). Researchers chose program theory of evaluation given the multiple stakeholders and partnerships involved in environmental education along with a growing need to evaluate practice. Much like the previous study and in conjunction with the intended use of program evaluation as depicted in Rogers (2008) and Rogers et al. (2000), in evaluating youth environmental education, program leaders first met and discussed the approach to an education program that effectively meets learning objectives as well as future impact. Although future impact was not measured as a result of this short-term study, youth participants were interviewed and scored according to assignments as to their knowledge regarding the environment and sustainability. Researchers were able to revisit the measurable tenants of the evaluation strategy as to why some individuals in some schools were able to retain information and some were not.

Benijts and Lagae (2011) identified the importance of the utilization of effective evaluation models in sport. The researchers applied program theory evaluation to Union Cycliste International's competition reform in professional road cycling through first creating the logic model and then evaluating the reform based on the logic model created as suggested in Rogers (2008) and Rogers et al. (2000). The researchers utilized sixteen in-person interviews in order to uncover the key critical process factors to a successful reform (Benijts & Lagae, 2011). The researchers uncovered the successive chain of events linking the reform to the reform's objectives. As a result, the researchers discovered through continual measurement how the reform did not quite achieve its objectives. "The unwillingness of organizers to participate in the competition, implementation failure of the start duty for Pro Tours teams, and the dependency of professional cycling on European races and teams" (p. 1) prevented the initiative to reach its full potential.

Application to Revenue Generation Programming

Evaluation is necessary for effective (Martin et al., 2011) and cost-effective programming (Poland, 1974). Rogers (2008) identified that not all organizations or interventions may follow a simple logic model, because programming can increase in complication. For example, higher education sport administrators have identified how a winning or losing season may strongly affect programming to generate game-day revenue (Grant et al., 2013). Program theory logic models can address increased areas of complexity and complication (Eaves & Gnich, 2013; Rogers, 2008) for sport organizations with multi-levels, multi-causal strands, and interventions that operate in cycles (Benjits & Lagae, 2011; Rogers, 2008). Winning, along with other competing strands, can be categorized as potential alternative causal strands, and allows evaluators over time to track and assess how winning, for example, may affect outcomes, such as revenue production (Rogers, 2008). A sport manager wishing to understand why an initiative succeeded or failed can use program theory of evaluation to evaluate the outcome when typically, many sport administrators fail to properly evaluate the program or event (Benjits & Lagae, 2011; Martin et al., 2011). Benjits and Lagae (2011) found success in using program theory evaluation for a complicated reform for a sport organization utilizing a combination of qualitative and quantitative methods. Rogers (2008) suggested mixed methods for complex or complicated interventions such as programming within intercollegiate athletics. The use of a program theory evaluation model would highlight any evidence of associations between inputs and revenue increases or earnings improvements, as stated outcomes and impacts goals.

Strengths of the Program Theory Evaluation Model

Program theory provides holistic insight into why a reform works or fails and a causal link (Benjits & Lagae, 2011; Cole, 1999; Rogers, 2008). Upon program success or failure, the program evaluator has measurements of perceived important planned activities or objectives for a basis of comparison (Benjits & Lagae, 2011). Program theory of evaluation is versatile (Rogers, 2008). A simple model is used to represent the definition of program theory of evaluation and applied to explore critical factors with a narrow focus, while complex program theory logic models consequently are suitable for complicated projects with lots of moving parts (Benjits & Lagae, 2011; Rogers, 2008; Rogers et al., 2000). Administrators that wish to evaluate specific program activities and their effects on particular outcomes within a broad program can create smaller and focused logic models (Cole, 1999). In many sport situations, there are several factors including context that may make a difference in program success or failure (Benjits & Lagae, 2011). Program theory also accounts for both official and unofficial goals (Benjits & Lagae, 2011). Upon the political structuring for a set of goals, program theory does not depend solely on originally intended goals. Unintended goal achievement can also be linked back to program measurements. Because program theory of evaluation involves the original stakeholder communication with respect to important planned processes, the model can apply across disciplines and situations and lends to a thoroughly developed program that facilitates buy-in and communication among stakeholders (Cole, 1999; Eaves & Gnich, 2013).

Weaknesses of the Program Theory Evaluation Model

Program theory is not without its constraints. It may not always establish a necessarily causal link but instead may establish a suggested causal link or association as it is difficult in complex situations to make a completely accurate attribution (Benjits & Lagae, 2011; Poland, 1974). Poland (1974) also suggested outputs can be difficult to measure making a causal link unclear. Although it can capture the link between outputs and outcomes with processes and inputs, it does not completely account for efficiency issues (Benjits & Lagae, 2011). As program theory takes into account the perceptions of stakeholders, there may be multiple views as to how the program should succeed (Benjits & Lagae, 2011; Cole, 1999). Cole (1999) suggested that program theory renders useless without expert stakeholders or evidence-based materials in the planning process to establish appropriate links when these experts may not always be available. And although some resources persist that complex models satisfy evaluation for complex situations, others protest that creating an accurate logic model for large-scale projects might not be possible (Rogers, 2008). A well-developed evaluation process can also be an expensive and a time-consuming process (Cole, 1999).

Conclusion

The climate for evaluation within sport organizations, specifically for revenue generation processes, needs a shift in emphasis. Although researchers have identified a lack of evaluation use in sport organizations (Martin et al., 2011), other researchers have used evaluation theory to successfully identify variables that prevented program success (Benjits & Lagae, 2011). Not without its strengths and weaknesses, program theory of evaluation, just one evaluation model, can be used effectively in the sport context given its flexibility to include outside forces as alternative causal strands. For a critical context of program improvement, program theory of evaluation offers a viable option for sport administrators to ground program changes and decision-making processes in data-driven approaches. Where significant capital investment is required or where operating budgets are considerable, an evaluation model can provide qualitative balance alongside traditional quantitative models that focus strictly on revenue and earnings contribution impacts.

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Complete Training for Competitive High School Cheerleaders

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Abstract

There is a lack of published information regarding best practices for the comprehensive training of competitive high school cheer leaders. The lack of proper training has been identified as a cause for the numerous catastrophic injuries seen each year. The purpose of this article is to offer an overview of a multi-dimensional training program that is designed specifically for a high school cheerleader. The goals are to highlight the risk of an un(der)prepared cheerleader, and to provide a sample program that if implemented properly will serve to reduce risk.

keywords: Cheerleading, Sport-specificity, Catastrophic Injury Prevention

There is a great opportunity and a welcomed challenge to train a new breed of athlete, however little has been published regarding the unique aspects of the sport of cheerleading, as well as, appropriate training programs or progressions. As of 2010, 20-25 states conduct state championships at the high school level. West Virginia led the way in recognition in 1994. The National Center for Catastrophic Sports Injury Research (NCCSI) at the University of North Carolina at Chapel Hill determined that 64.2% of all direct catastrophic high school female athlete injuries were linked to cheerleading and the number of emergency room visits has risen from 4,954 in 1980 to 36,288 in 2010 (Mueller, Kucera, Cox, & Cantu, 2012) The catastrophic injury incidence rate for cheerleading is 1.0 for every 100,000 participants. All other female sports combined have a rate of .39. A repeated suggestion by the NCCSI is that a, "Cheerleader should be exposed to proper conditioning programs…" (Goodwin, Adams, Shelburne, & DeBeliso, 2004). With the increase in difficulty of routines and in the number of participants in competitive cheerleading; guidelines for training these athletes are needed. A search of the National Strength and Conditioning Association (NSCA) article index , the Sport Discus database, and Google Scholar revealed very few cheerleading-specific publications, most of which related to catastrophic injury and safety with little advice for preventing injury via proper conditioning (Jacobson, et al., 2004). The best way to limit the number and severity of injuries is to have highly trained coaches supervising practice (LaBella & Mjaanes, 2012) (Sawyer, 2015), and the development of cheerleading-specific training routines. In 1989, Hart and Kirby published a comprehensive guide called Cheerleading Conditioning for Peak Performance (1989). This book has many good suggestions; however the sections on program design are limited. Price (2003) also published a guide for weight training for cheerleaders, however it is not clear if it was written with high school cheerleaders in mind. Goodwin et al (2004) has proposed a model for training the female collegiate cheerleader, but warned it "may not be appropriate for novice high school cheerleaders". Therefore, the purpose of this article is to provide a 52-week framework for high school strength and conditioning coaches to reference when starting training programs for high school cheerleaders.

Off-season Preparation-April-June

Most of the athletes compete on both the football and basketball cheer squads leading to an extended eight-month season. This is a significant obstacle to traditional training cycle durations (see table 1). Therefore, the three microcyles of the off-season program must be very efficient while combining several training components, and progressing from general preparation to exercises that develop strength and explosive power. The focus of this article is on metabolic training, sport-specific conditioning, weight training, and flexibility.

Metabolic Training:

The primary focus of the off-season conditioning is to prepare the athletes for the high intensity multifaceted training they will encounter during the school year. Extensive whole-body aerobic exercise is limited because the primary metabolic demands are on the phosphagen (ATP/PCr) and anaerobic glycolytic systems. However, during this time any desired changes in body composition may be addressed through aerobic training. This additional training will preferably come from low-impact activities such as cycling or swimming to limit any additional strain to joints. Each of the tri-weekly hour-long training sessions begins with a five-minute warm-up jog, followed by a whole body stretching session (described in detail in following section). This jog progresses from a moderate continuous run lasting only 5 minutes to one lasting 15 by adding one minute each training session after the first week (sessions 4-13) and maintaining this during the final week (sessions 13-15) of the first 5-week microcycle. Expected distances during the last week should be between 1.7 and 1.9 miles (see table 2). The athletes will be required to run for the time suggested while cover-

Table 1: Yearlong Training Calendar

	In-Season		Post-Season	Off-Season	Pre-Season
Workout Schedule	Weeks 19 - 33	Weeks 34 - 50	Weeks 51 - 52	Weeks 1 - 13	Weeks 14 - 18
Months	August November	December March	March 16^{TH} - 30^{TH}	April 1^{ST} June 30^{TH}	July 1^{ST} August 15^{TH}
Sideline Cheering	Football	Men's and Women's Basketball	None	None	None
Competition	Regional Championship	State Championship		Up to 3 "Allstar" Events	1 or 2 "Allstar" Events
Gymnastics	2 Daysweek	2 Daysweek	2 Daysweek	2 Daysweek	2 Daysweek
Dance	As needed by each individual athlete				
Resistence Training & Conditioning	2 Daysweek 45 - 60 Minutes	2 Daysweek 45 - 60 Minutes	Active Rest or Begin Spring Sport	3 Daysweek 60 - 75 Minutes	3 Daysweek 30 - 45 Mins 2 Daysweek when practice starts in week 17

ing as much distance as possible, however the minimum distance must be covered no matter how long it takes (see table 2).

The second microcycle incorporates interval training. During this phase the original five-minute warm-up jog is replaced by jumping rope, however, the duration does not change over the course of the five weeks. During the first interval phase a 1:3 work to rest interval is used, for example, five all out sprints lasting 15-20 seconds alternated with moderate jogging for 45-seconds. The final stage begins with a 1-minute jog followed by a 1-minute sprint (1:1) and this is then repeated twice. This form of training is highly specific for the competition routine that only lasts three-minutes. While developing a metabolic foundation the athletes should also be training with other facets of training including flexibility.

TABLE 2: OFF-SEASON METABOLIC CONDITIONING PROGRAM

WEEK	DAY 1	DAY 2	DAY 3
1	5 MINUTE CONTINUOUS JOG OR .5 MILES	5 MINUTE OR .6 MILES	5 MINUTE OR .7 MILES
2	6 MINUTES OR .8 MILES	7 MINUTES OR .9 MILES	8 MINUTES OR 1 MILES
3	9 MINUTES OR 1.1 MILES	10 MINUTES OR 1.2 MILES	9 MINUTES OR 1.1 MILES
4	12 MINUTES OR 1.4 MILES	13 MINUTES OR 1.5 MILES	14 MINUTES OR 1.6 MILES
5	15 MINUTES OR 1.7 MILES	15 MINUTES OR 1.8 MILES	15 MINUTES OR 1.9 MILES
6	5 MINUTE JUMP ROPE 15 SEC SPRINT 45 REST 1 MINUTE SPRINT 1 MINUTE JOG 3X	SAME AS DAY 1	SAME AS DAY 1
7	5 MINUTE JUMP ROPE 16 SEC SPRINT 45 REST 1 MINUTE SPRINT 1 MINUTE JOG 3X	SAME AS DAY 1	SAME AS DAY 1
8	5 MINUTE JUMP ROPE 17 SEC SPRINT 45 REST 1 MINUTE SPRINT 1 MINUTE JOG 3X	SAME AS DAY 1	SAME AS DAY 1
9	5 MINUTE JUMP ROPE 18 SEC SPRINT 45 REST 1 MINUTE SPRINT 1 MINUTE JOG 3X	SAME AS DAY 1	SAME AS DAY 1
10	5 MINUTE JUMP ROPE 19 SEC SPRINT 45 REST 1 MINUTE SPRINT 1 MINUTE JOG 3X	SAME AS DAY 1	SAME AS DAY 1

Sport-specific conditioning

In addition to metabolic conditioning (described above), high intensity activities of one-minute in duration or less are also included twice a week during the first five weeks. After the interval training is introduced in week six, these sport-specific relays are performed only once a week. The squad is divided into teams of two or three to insure a short work to rest interval. Each member is required to complete a set of specific skills related to cheerleading. An example of a relay that utilizes the boundaries of a basketball court may start with three cart wheels to half-court, ten push-ups, sprint to the end of the court, eight standing squat jumps, power skips back to half-court, ten crunches and finish with hand walks. To minimize the chances for injury only basic tumbling exercises are used, however, advanced exercises or combinations may be substituted for more experienced or collegiate level athletes. An additional relay should be used in each of the first five weeks and a set of three should be used and maintained during the next ten weeks.

Core training is another key to the sport-specific conditioning program. The abdominal wall and low back is trained to meet the functional needs of performing stunts, tumbling and jumps. A minimal level of abdominal strength is mandatory for the execution of each of these skills. The successful execution of lifting and holding an athlete, weighing up to 50 kg, overhead for up to ten seconds lies in the ability of the base athletes to maintain an erect and steady body position. While the majority of the weight is held by the large muscle groups of the upper and lower body, the abdominal wall is the link that protects the low back while maintaining proper posture. A variety of exercises including standard crunches with multiple variations, medicine ball exercises, physioball exercises and low back exercises are used and rotated to try to challenge the core musculature to adapt. Eccentric loading core exercises should also be included to prepare the athlete for catching the flyer after performing a stunt. A goal of 75-100 repetitions is achieved by using up to seven different exercises and 10-15 repetitions. A good sport-specific conditioning program should be partnered with a complementary weight-training program.

Weight-training

For comparison purposes the weight-training component resembles typical training methods used with wrestlers (Murlasits, 2004). While any significant hypertrophy may precipitate a jump in weight class for a wrestler, any significant increase in body weight for a cheerleader may potentially increase the risk of injury to spotters via an increase in the eccentric load force during a dismount; or the impact force for tumblers during that portion of a routine. Unlike wrestlers, pre-pubertal and pubescent females are less likely to see significant increases in mass other than typical growth and maturation. Therefore, the off-season program should begin with exercises and set/rep ranges (see table 3) that prepare the athlete for future more intense workouts designed to maximize strength to body mass ratios. Suggested progression includes varying machine, dumbbell and body weight exercises, for example, push-ups to DB incline press to wheelbarrow push-ups for improving upper body strength. The off-season program must be

TABLE 3: SAMPLE WORKOUT FOR OFF-SEASON WEEKS 1-5 APRIL 1ST - MAY 15TH

DAYS	2 SETS AT 12RM 60 SEC REST	CONDITIONING PLYOMETRICS
MONDAY	PUSHUPS FRONT SHOULDER RAISE LATERAL SHOULDER RAISE MACHINE PUSH PRESS 4X6RM TRICEP PUSHDOWN BENCH DIPS STANDING CALF RAISE SEATED CALF RAISE RELAYS	
WEDNESDAY		STAIR RUNS STAIR HOPS STATIONARY JUMPS MEDICINE BALL SQUAT AND SHOOT UNDERHAND MEDICINE BALL TOSS FOR HEIGHT WRIST ROLL DB THREEWAY WRIST FARTLEK TRAINING
THURSDAY	BACK SQUAT BOX STEPUP LEG EXTENSIONS HAMSTRING CURL CABLE HAMSTRING CURL CABLE BICEP CURL HAMMER BICEP CURL REVERSE BICEP CURL LAT PULL DOWN STRAIGHT ARM LAT PULL RELAYS	

*RELAYS CONSIST OF MULTIPLE BASIC GYMNASTIC SKILLS ALTERNATING WITH BODY - WEIGHT RESISTANCE EXERCISES.

TABLE 4: STATIC STRETCHING PROGRAM 1 SET FOR 12 SECONDS				
MUSCLE GROUP	STRETCHES			
CHEST	SINGLE ARM LEAN			
BACK	ARM ACROSS LEAN AWAY	SEATED LEG OVER TWIST	SEATED CHEST TO THE FLOOR	SCORPION WITH BAND
SHOULDER	INTERNAL ROTATION	EXTERNAL ROTATION	REACH BEHIND HEAD	
BICEP	THUMB UP			
TRICEP	REACH BEHIND HEAD WITH BAND			
HIP	BUTTERFLY	ABDUCTION WITH BAND	ADDUCTION WITH BAND	SINGLE LEG BUTTERFLY WITH BAND
QUADRICEPS	SIDE LYING WITH BAND			
HAMSTRING	SEATED HURDLER WITH BAND	SEATED TOE TOUCH WITH BAND LEGS TOGETHER	SEATED TOE TOUCH WITH BAND LEGS APART	
CALF	WALL PRESS	WALL PRESS BENT KNEE	STRAIGHT LEG WITH BAND	

well thought out and adequately prepare the athletes for a long strenuous season.

Flexibility

A high level of flexibility is required and its importance rivals that of the power and strength needed in football lineman. To properly execute most of the skills displayed in a routine requires a moderate level of flexibility. These skills include standing jumps, stunts, and basket tosses. A variety of exercises are used including both dynamic and static stretches that focus on maintaining/improving total body flexibility. Table 4 lists potential choices for static stretching following the general whole body warm-up. The static stretching program incorporates stretch bands and is also mixes in a dynamic flexibility routine (Table 5) that can be manipulated to meet the specific needs of cheerleading or a specific set of drills or exercises to be completed during the rest of the workout. Total body flexibility and a dynamic warm-up is a great lead up to the sport-specific conditioning and weight training exercises described in previous sections.

TABLE 5: DYNAMIC WARM-UP STRETCHING PROGRAM		
MUSCLE GROUP	EXERCISES	
BACK	TRUNK ROTATION	BENT OVER SWINGING TOE TOUCHES
SHOULDER	ARM CIRCLES	BEAR CRAWL FORWARD
HIP	STEP OVER DUCK UNDER	CARIOCA
QUADRICEPS	WALKING LUNGES	WALKING LUNGE WITH HIP ROTATION
HAMSTRING	SWINGING TOE TOUCHES	
CALF	WALKING TOE TOUCHES	

Pre-season July 1-Aug 15th
In-season Aug 16th- Nov 30th, Dec 1st- Mar 15th

The preseason mesocycle consists of one two-week microcycle followed by a three-week microcycle that begins as fall practice begins, while the eight-month in-season program contains two mesocyles which match up with the football and basketball seasons; and up to five microcycles that may vary depending on whether the team earns a birth to the state competition in early to mid-December.

Metabolic Training:

Metabolic training continues to be designed to focus on the competition routine but only includes the final phase described during the off-season training. Within the preseason a single four-minute sprint-jog cycle is utilized. The athletes begin with a one-minute sprint followed by a moderate jog and the cycle is repeated. Changing from sprinting first to jogging each week is an acceptable modification that will lead to continual improvement. In these two cycles and the first two in-season cycles metabolic training is minimized due to the increased overall training volume added by daily practices. As the first regional competition approaches, the time allotted during practice for sideline cheering decreases because the need for extended repetition of cheers is no longer needed. This allows additional sprint-jog cycles and competition specific training. The competition cycle should closely mirror the time performing different intensities during the actual routine. Transitions between high and moderate phases can be filled with stationary jumps.

TABLE 6: SAMPLE WORKOUT FOR PRE-SEASON WEEKS 14-16 JULY 1^{ST} - AUGUST 1^{ST}		
DAYS	HEAVY DAY 3 SETS AT 5^{RM} 2-3 MIN	CONDITIONING PLYOMETRICS CIRCUIT
MONDAY	DB BENCH PRESS LAT PULL DOWN NARROW DB LATERAL RAISE TRICEP PUSHDOWN POWER CIRCUIT 1* DB FORWARD LUNGE LEG CURL HAMMER CURL RELAYS	
WEDNESDAY		STAIR RUNS STAIR HOPS STATIONARY JUMPS PLATE CYCLE** UNDERHAND MEDICINE BALL TOSS FOR HEIGHT WRIST ROLL THREEWAY WRIST FARTLEK TRAINING PUSH-UP LADDER
	LIGHT DAY 3 SETS AT 8^{RM} 60 SECOND REST	
THURSDAY	DB SINGLE ARM ROW DB MILITARY PRESS ON BALL DB KICKBACK DB LATERAL LUNGE DB ROMANIAN DEADLIFT (RDL) DB SINGLE ARM PREACHER DB CALF RAISE RELAYS*	

* 3 REPETITIONS OF EACH (HIGH PULL, FRONT SQUAT, AND PUSH PRESS)
** USING A PLATE WEIGHT (11.36-15.90KG) PERFORM 8 REPETITIONS OF A LIFT FROM THE GROUND TO THE SHOULDER FOLLOWED BY 8 REPETITIONS OF PUSH PR
FOLLOWED BY AN ISOMETRIC HOLD (30-60 SECS) ABOVE THE HEAD.

Sport-specific Conditioning

Time is limited during the pre and in-seasons due an overall high training volume (table 1), therefore, sport–specific conditioning is limited to practice skills, drills and core training during practice. Relays are used to break-up the normal practice routine, as a substitute for metabolic conditioning cycles, as a reward for working hard during practice and/or when the athletes are in need of a lower intensity activity.

Core training is continued with the same focus for improving skill performance and injury prevention. A goal of 150-200 repetitions is achieved by using up to seven different exercises and 20-30 repetitions.

Weight-training

The majority of pre-season and in-season is focused on peaking and maintaining the strength and power gains achieved during the off-season. Multi-joint exercises are chosen to ensure that the workouts are an efficient use of limited time while also providing an adequate stimulus for maintaining strength and power. During the pre-season, a two-day split routine is used. A sample workout is found in table 6. The in-season program then changes to a two-day whole body routine using a nonlinear periodization in which a "heavy" day alternates with a "light" day (table 7).

Flexibility

During the pre-season and in-season mesocyles maintaining flexibility is integrated into the normal cheer practice schedule and remains as part of the team warm-up and cool down. Additionally, athletes are encouraged to stretch the muscle group being trained between sets during the weight-training program.

Post-season

A period of active rest is given and highly encouraged during the two weeks following the end of the basketball season for the athletes who are not competing in a spring sport. The athletes should get away from cheerleading and training related to the team during this cycle, but attempt to stay active through alternative activities such as swimming, or cycling. The time away often leads to a refreshed athlete who is ready and highly motivated to get back to work. This positive attitude jump starts the off-season and provides the best environment for testing during the first week.

TABLE 7: SAMPLE WORKOUT FOR IN-SEASON WEEKS 19-33 AUGUST 16TH - OCTOBER 31ST

DAYS	HEAVY DAY 3 SETS AT 5RM 2-3 MIN REST	LIGHT DAY 3 SETS AT 8RM 60 SECOND REST
MONDAY	BENCH PRESS POWER CIRCUIT 2* BOX STEP-UP ROMANIAN DEADLIFT DIPS WDE GRIP LAT PULL DOWN	
WEDNESDAY		INCLINE PRESS HANG CLEAN DB SQUAT DB RDL SHOULDER FRONT RAISE DB BICEP CURL WITH TWIST

*2 REPETITIONS OF EACH POWER CLEAN, PUSH PRESS, AND OVERHEAD SQUAT.

Conclusion

It can be expected that strength and conditioning professionals will see more high school cheerleaders visiting their weight-rooms because of the importance that physical preparation plays not only in the execution of the required skills, but also in the prevention of severe injuries. Metabolic conditioning, sport-specific conditioning, weight training, and flexibility are required components in a complete training program for high school cheerleaders. The training program described should be modified to the skill and training age of the individual athletes, and supervised by a qualified strength and conditioning professional.

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The Physical Education Honor Code: Developing Students of Honesty and Respect

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Abstract

The concept of fair play is often mentioned as an imperative teaching component of successful sport and physical education classes. Further, sport activities market themselves as instruments for teaching new generations to act, live, and behave "fairly" in all aspects of life. Today sport competitiveness often overrides the concepts of participation, **"fair play"**, and in some instances, integrity. Recently, domestic violence, doping scandals, deflate gate, and legal precedents of unfair sport practices are highly publicized by the media, highlighting the intersection of financial benefit and winning at any cost. The need for character education within the classroom and school building is paramount now more than ever. Physical education is an excellent avenue to teach student's positive character traits as well as important life skills that will inevitably improve society as a whole. The purpose of this manuscript is to present a strategy to teach character development and **"fair play"** to physical education students using the physical education honor code (PEHC). The concept of the PEHC involves behaviors related to many different aspects of sports and games, such as playing by the rules and respecting officials, but it is also related to responsible cooperative behaviors, such as fulfillment of class expectations, effort during participation, respect of others' rights to learn and participate, support of teammates, and appreciation for opponents. The character traits of honesty and respect are learned behaviors that are reinforced by PEHC through physical education and sport, and also apply to life in general.

keywords: character education, children, fair play, respect, role models, strategies

Introduction

Fair play is often mentioned as an essential component of successful physical education classes. Further, sport and physical education activities are often seen as main instruments and tools for teaching new generations to act, live, and behave **"fairly"** in all other aspects of life (Vidoni, Ivan, & Judge, 2008). Conversely, the last decades show an unprecedented growth in unfair practices in sport, including doping scandals across a variety of sports from baseball to cycling and alleged cheating by superstars in sport such as Tom Brady's recent suspension for knowingly using deflated footballs below league-required levels. The scandals are not limited to professional sports, as even youth sports such as Little League Baseball, which has become big business through tournament play that is airing on ESPN, was rocked by allegations of cheating via recruitment of players outside of designated boundaries (Dwyre, 2015). The stakes are higher than ever for those invested in sports at all levels, and thus the temptation to win at any cost is pervasive (Hedstrom, & Gould, 2004). With all of the confusing messages surrounding issues of playing with integrity, the opportunity for reinforcing values such as fair play in physical education classes are more important than ever. An all-inclusive definition of fair play that is accepted by everybody does not exist, but that has not stopped people from trying to clarify and standardize the concept. **Fair play** is generally considered a philosophy; one of respect for others, and respect for the institution of sport (International Fair Play Committee, 2015).

To better understand fair play, one can start by defining unfair play. One of the best words describing unfair play is cheating, which is generally defined as gaining an advantage through unfair or dishonest acts. Luschen defined cheating in sport as "the act through which the manifestly or latently agreed upon conditions for winning such a contest are changed in favor of one side. As a result, the principle of equality of chance beyond differences of skill and strategy is violated" (p. 67, 1976). This definition leaves out one key characteristic of what most people would consider cheating in sport: the consideration of intent (Leaman, 1979). For example, if a basketball player unintentionally fouls an opposing player with incidental contact and the official does not call the foul, it would fit Luschen's (1976) definition of cheating. Peter McIntosh expanded on Luschen's definition by taking into account the intention of the offender to deceive his opponents and the official when applicable:

> *"Cheating need be no more than breaking the rules with the intention of not being found out. Cheating, however, implies an intention to beat the system even though the penalty, if the offender is found out, may still be acceptable"* (McIntosh, 1979).

The definition of cheating and **fair play** become even more muddled when individuals' personal morals come into discussion. Many, if not most participants in any form of competitive sport have heard the phrase

> *"If you're not cheating, you're not trying."*

Though most people do not put this philosophy into action, it could also be said with reasonable certainty that many participants in sport would consider what McIntosh described as cheating to be merely competing to win. The gray area that exists between different individuals' ideas about what is considered coaching tactics versus cheating is what makes defining the concept so difficult.

Fair play encompasses more than merely not cheating (see Table 1). The first aspect of **fair play** that is not included in the definition of cheating is respect for the people involved in the sporting event, including not only opponents and teammates, but officials and spectators as well (International Fair Play Committee, 2014). Another aspect of **fair play** is fair competition. Fair competition is conformity to the rules of the game as they pertain to the particular sport in question, meaning both following the rules of the game as they are written as well as conforming to the official or referee's ruling if present. Finally, one of the most essential, yet arbitrary components of fair play is a general compliance with the spirit of the game, which can be interpreted in a different way by nearly every individual, but the general idea is essential to the practice of fair play. Explaining **fair play** in a perfectly concrete sense is difficult but these components give some frame of reference for the concept (International Fair Play Committee, 2014).

TABLE 1: THE ESSENCE OF FAIR PLAY ADAPTED FROM THE INTERNALTIONAL FAIR PLAY COMMTTEE 2014

TERM	SHORT DEFINITION
RESPECT	UNCONVENTIONAL RESPECT FOR ALL
FRIENDSHIP	RIVALRIES DO NOT EXCLUDE FRIENDSHIPS
TEAM SPIRIT	INDIVIDUALS ARE MUCH STRONGER AS PART OF A TEAM
FAIR COMPETITION	VICTORY ACHIEVED BY HONEST AND FAIR MEANS
DRUG FREE SPORT	DOPING IS NOT TOLERATED
EQUALITY	COMPETING ON EQUAL TERMS
INTEGRITY	PRACTICING SPORT WITHIN A SOUND ETHICAL FRAMEWORK
SOLIDARITY	SUPPORT EACH OTHER ON AND OFF THE FIELD
TOLERANCE	ACCEPTING DECISIONS YOU MAY NOT AGREE WITH
CARE	APPRECIATING THOSE THAT HAVE ASSISTED ALONG THE WAY
EXCELLENCE	STRIVING TO BE THE BEST
JOY	ENJOYING THE PREPARATION PART OF SPORT.

The Need for Character Education

The need for character education within the classroom and school building is vital today more than ever (Benninga, Berkowitz, Kuehn, & Smith, 2006; Davidson, Lickona, & Khmelkov, 2008; Lickona, 2009). With the changing dynamics of the home and the high demand for parents to be working long hours, many kids are home alone getting a great deal of life lessons through TV, Internet, and peers (Aizer, 2004; Larson, 2001; Subrahmanyam & Greenfield, 2008). Due to the fact that many of the lessons learned through the previously listed outlets are not coming from responsible adults, these lessons often do not promote traits that are beneficial to society (Browne & Hamilton-Giachritsis, 2005; Flannery, Williams, & Vazsonyi, 1999; Pettit, Bates, Dodge, & Meece, 1999); therefore we as educators must be intentional in focusing on affective issues during the school day (Romance, Weiss, & Bockoven, 2010). Although the way these messages are addressed might differ among teachers, fair play behaviors are typically considered important social skills to be taught and practiced within physical education settings (Siedentop, van der Mars, & Hastie, 2004; Vidoni & Ward, 2006).

The idea and understanding of principles amongst kids and adults is blurred many times as decisions vary on what the situation is and what the outcome will be rather than standing upon a life principle. Often individuals consider the act of lying or dishonesty relative to the outcome, and the concept of respect is contingent on whether that person is in agreement, deserves it, or provides it. Along with the other influences already mentioned, the immense emphasis in winning throughout sports has also played a role in doing whatever it takes, including sacrificing integrity, to reach that final goal (Rudd, 2005). With all of the blurred perspectives of honesty and respect that kids receive, the PEHC is a strategic and life-skills approach that can be utilized in the classroom to develop students' understanding of these two very important traits, as well as making a classroom environment free of arguing, complaining, and negative competitive situations. The purpose of this manuscript is to present a strategy to teach character development and **"fair play"** using the physical education honor code (PEHC).

What the Physical Education Honor Code Entails

The concept of sportsmanship is talked about a great deal among physical educators, and for many classrooms the positive learning environment established by the PE teacher allows for the class to run efficiently. However, most physical educators have experienced a time where a sport or game is played and students will start to argue or complain about a call or decision made. Other times students have bla-

TABLE 2: THE PHYSICAL EDUCATION HONOR CODE CONCEPTS

IMPLEMENTATION CONCEPTS
Each student is responsible for their own actions and reactions.
There is a hierarchy put in place by the teacher on who makes the final decision.
If the first student is not sure about the decision it is passed to the next in line within the hierarchy.
Each student is expected to be honest about the decision (i.e., to uphold their honor.)
All other students are to be respectful of the decision made (i.e., to uphold their honor.)
Different situations and hierarchies must be consistently discussed within the class so students fully grasp the concept of allowing others to make decisions and the acceptance of those decisions.
The character traits of honesty and respect should be discussed throughout class and compared to real world situations outside of sports and games.
The end goal is to develop these character traits into principles of life (i.e., regardless of the situation or outcome, students stand on principles to uphold their integrity)

tantly lied or have been deceptive about something that has taken place in a game. As educators, not only do we want to stop these actions for the betterment of the class and students, but we want students to truly take ownership of their own actions and values for the betterment of society. Character development and fair play must be specifically "taught" through deliberate curricular programming versus expecting the important lessons that physical education and sport can teach to be automatically "caught" by participating students (Hodge, 1989). The basic tenants of the PEHC are presented in (Table 2).

This is where the PEHC comes into play. The PEHC is another form of teaching sportsmanship that focuses primarily on the two traits of honesty and respect with responsibility interwoven, while including a label that students can take pride in (Honor Code) when effectively established. The premise of the PEHC is that students will be in charge of making calls within different games and situations in the classroom, and when they make the call the other students will respect their decision and continue on without refute. The PEHC is very intentional on taking this approach to a much more effective and focused level, by putting the decisions into the hands of the students and relying on their sense of personal accountability to make honorable choices.

Example: Team Handball Goal Score

The following is an example: A team handball unit is being executed within the classroom. As the teacher is establishing the rules of the game and teaching students how to play, the Honor Code is then addressed. It is explained to the students that the goalie makes the call if a goal is scored. Floor tape is ran up the wall and bleachers to form the goals making it difficult at times to see if the ball is scored. Because of this difficulty, the next in line to make the call if the goalie is uncertain about the ball being scored would be the shooter. If the shooter is uncertain it would then be the captain of the defensive team and finally the captain of the offensive team. If all four players were uncertain the ball would just be replayed. Remember, that all four players do not deliberate on the decision; it goes through each one as a hierarchy so the process happens within seconds.

The responsibility of this hierarchy is very important because the students have already been taught what the Honor Code stands for and what type of responsibility is put upon their shoulders to do the right thing (see next section about implementation). It is on the student as an upstanding person to be honest and make the call whether it was a goal, not a goal, or to say that he was uncertain of the ball placement and now hands the decision over to the opposing team (i.e., student that took the shot). This responsibility is continually handed down to each student in the hierarchy if the previous student was uncertain. At the same time it is the responsibility of the other students to be respectful of that decision and to continue on with the game. This can be difficult at times but students start to understand that respect goes way beyond them getting their way and reverts back to the golden rule or ethic of reciprocity, "do unto others as you would have them do unto you" (Green, 2008; Luke 6:31 New International Version). The concept of give and take starts to cultivate students' pride in standing for something regardless of the situation and fosters the ideal of establishing personal principles.

How to Implement the Honor Code

The PEHC can be implemented at any grade level but like many things in life the younger it is presented the more impactful it will be as students' age. The first example that resonates with students and sets the foundation for the PEHC is the "tag factor".

Example: Tag Factor

With all the students sitting down in the gymnasium, the teacher will ask for a volunteer and then bring the student to the front of the class. The student turns with his side facing the rest of the class and his back facing the teacher. While he is looking straight ahead the teacher lightly touches the back of his shirt five to ten times with the intent of him not knowing the number of touches. Before starting the rest of the students are instructed to count the touches made. After the teacher stops touching the shirt the student is asked how many touches were felt. The student's answer will more than likely not match up unless he made a very lucky guess. If he does guess correctly the example is repeated. After completing the example the students are questioned on why they think the trial was conducted. Inevitably the question and answer session, facilitated by the teacher, concludes that the class saw what happened and how many touches were made and the student being touched made a guess or thought he knew how many times he was touched but did not know for sure.

Application

The teacher can now relate this to any type of activity that involves tagging someone with a hand or other object. The teacher explains to the students that many times the individual getting tagged does not feel it but the person tagging either feels the tag or sees the tag. The students can relate to this and understand the rationale. Similar to the team handball example provided earlier, the tagger will make the call first just like the goalie, but the student being tagged can also admit to being touched even if the tagger did not feel it or see it. The highest level of the Honor Code is enacted as students are ready to willingly admit what took place to uphold their own character and integrity through honesty.

At the same time that honesty is being taught, the application of respect coincides. The teacher explains to the students that respect-

TABLE 3: THE PHYSICAL EDUCATION HONOR CODE PROGRESSIONS
HONESTY AND RESPECT PROGRESSIONS
HONESTY
The definition, concept, and ideal of honesty is explained to the students by the teacher
Examples are given of the need, importance and reason behind honesty (see examples Team Handball Score and Tag Factor) within the classroom
Explanations and examples are given about the importance of honesty in life Implementation of PEHC in sports and games
Students begin to exhibit a new appreciation for honesty within class situations and pride in the honor code (teacher helps facilitate while developing)
Students now look to be forthright and honest in all situations within the classroom (e.g., make a correct call against themselves even if the person in the hierarchy rules in their favor)
Students encourage and help other students to focus on doing the right thing and being honest regardless of outcome
Students develop honesty as a principle and determine to be honest in any situation they encounter in life
RESPECT
The definition, concept, and ideal of respect is explained to the students by the teacher
Examples are given of the need, importance and reason behind respect (see examples Team Handball Score and Tag Factor) within the classroom
Explanations and examples are given about the importance of respect in life Implementation of PEHC in sports and games
Students exhibit respect of other students decisions without refute as this is the expectation
Students exhibit respect of other students decisions not because it is mandated but because they want to as they feel it to be a personal responsibility (e.g., the student does not agree with the call but he respects the other students decision and wants to do the honorable thing)
Students encourage and help other students to focus on doing the right thing and being respectful regardless of outcome
Students develop respect as a principle and determine to be respectful in any situation they encounter in life

ing the call of their classmate is their own responsibility and the other classmate is responsible for being honest. However, if someone does not hold up their responsibility of being honest, that it is on them as an individual, but it is still the other classmates' responsibility to be respectful. This philosophy starts to permeate the idea that each student is responsible for their own actions and they can only control how they act and respond;

> ***"I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you… we are in charge of our attitudes"*** (Swindoll, n.d.).

As students focus on being honest about what took place and respectful towards what others say, the environment within the classroom will fundamentally change because students are motivated by and enjoy standing for what is right. A few students will still break the Honor Code, but the wave of peer pressure felt as the majority of students uphold the Code starts to change every student. Keep in mind that there are still times the teacher as the facilitator will have to intervene.

Conclusion

Today sport competitiveness overrides the concepts of participation, "fair play", and in some instances, integrity (Vidoni, Ivan, & Judge, 2008). The need for character education within the classroom and school building is paramount now more than ever. For many physical educators this concept may seem very simplistic; for others it may seem unrealistic. Students have it in them to step up to the plate and do the right thing, but many times need someone to guide, motivate, and inspire them, which reinforces the importance of teaching the concepts inherent in the PEHC. The objective is to learn from the game, not who stars in the game, but what can the game teach us. If the teacher is able to truly express the value in having honor and principles, and is able to get the students to buy into being part of something bigger than themselves or a temporal outcome, then development of the lasting character traits of honesty and respect can be established. Students learn that these traits can be and should translate to life principles; where regardless of the situation or the outcome (whether good or bad), they will stand by principle on what is right. At the end of the day, to make this type of difference in students' lives is a great responsibility and an honor. Remember, physical educators, have the opportunity to be that difference maker; but the important lessons that participation in sport and physical education bring must be "taught" (Hodge, 1989).

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Baseball and Hot-dogs: Not as Intimate as You Might Think!

Coomer v. Kansas City Royals Baseball Corporation Supreme Court of Missouri, 437 S.W.3d 184 (2014)

Facts of the case

On September 8, 2009, plaintiff John Coomer, an avid baseball fan attending many Royals baseball games, and his father attended a Royals baseball game at Kauffman Stadium in Kansas City, Missouri. Because of the rainy weather, there was a small crowd in attendance, so Coomer and his father left their assigned seats and moved to empty seats six rows (i.e., approximately 15-20 feet) behind the visitor's dugout. Soon after Coomer and his father changed their seats, the mascot "Sluggerrr" mounted the visitor's dugout to begin a promotional hot-dog launch which was a feature at every Royals home game since 2000. Between innings, an air gun was used by Sluggerrr to shoot hot-dogs from the roof of the dugout to fans sitting in seats further up in the stadium. Sluggerrr tossed hot-dogs by hand to fans seated near the visitor's dugout when his assistant was reloading the air gun. In their new seats, Coomer and his father were seated directly in view of Sluggerrr. After sending hot-dogs to fans seated in the back rows, Sluggerrr began to toss hot-dogs by hand to fans nearby. Coomer testified that he saw Sluggerrr turn away from the crowd preparing for his next throw but because he turned to look at the scoreboard at that moment, Coomer did not notice Sluggerrr was throwing the hot-dog that hit him. Coomer testified only that a "split second later…something hit me in the face," with a "pretty forceful" blow (p. 189). While the thrown hot-dog knocked Coomer's hat off he did not report the incident to Royals management. Not until eight days later when he experienced trouble seeing, was diagnosed with a detached retina, and scheduled for surgery did he report his injury to the Royals. In December 2009, Coomer had additional surgery on his eye.

Complaint

Coomer sued the Kansas City Royals Baseball Corporation for Sluggerrr's negligence and the damages he suffered from the hot-dog launch. Coomer was convinced the hot-dog that hit him was a hard, direct throw rather than the soft overhand toss Sluggerrr had made to other fans.

Findings of the Court

At the trial court level, the jury decided the Royals were not liable for the injury because being hit by a hot-dog was an inherent risk in attending a game at Royals' Stadium. On appeal, Mr. Coomer claimed a mascot throwing hot dogs was **not** an inherent risk of the game. In reply, defendants countered that as a Royals fan, Coomer had attended many home games and clearly knew about the promotional activity meaning he comprehended and accepted the risk. The Missouri Court of Appeals overruled the trial court's decision of assumption of risk, holding that being hit by a hot dog in the face was not included in the risk of attending a baseball game for audiences and fans. Defendant appealed to the Supreme Court of Missouri where the court reviewed in detail whether the risk of being hit by a hot-dog is one of the inherent risks of watching a baseball game.

Under the original rules of assumption of risk, plaintiffs would be barred from recovering if they assumed a risk under express assumption of risk, implied primary assumption of risk, or implied secondary assumption of risk. Additionally in Missouri, the well-established Baseball Rule relies on an implied primary assumption of risk rationale stating there is no duty to warn or protect spectators from

> ***"hazards which are necessarily incident to baseball and are perfectly obvious to a person in possession of his faculties" (Anderson v. Kansas City Baseball Club, Inc., 1950, p. 170).***

Historically, the Missouri court held that injuries caused by a ball or bat entering the stands were unavoidable risks and the defendant had no duty to protect against those inherent risks. Yet, Coomer argued the risks created by the mascot shooting promotional hot-dogs into the stands should not be considered an inherent part of the game of baseball. The court agreed that the risk of being injured by a hot-dog toss was an avoidable risk, and not an inherent part of watching a major league baseball game. The court further clarified that the risk encountered by Coomer was

> ***"no more inherent in watching a game of baseball than it is inherent in watching a rock concert, a monster truck rally, or any other assemblage where free food or T-shirts are tossed into the crowd to increase excitement and boost attendance" (p. 188).***

The Royals admitted responsibility for Sluggerrr's acts but denied he had been negligent. The Royals employee portraying Sluggerrr was not given any specific training for tossing hot-dogs and testified he knew fans could be hurt so he was careful about tossing hot-dogs, including making eye-contact with a fan before tossing and throwing the hot-dog in an arc to make it easier to catch. He did not remember the throw that injured Coomer.

Verdict of the Court

The Supreme Court of Missouri vacated the judgement and remanded the case to the trial court level to determine whether the Sluggerrr mascot injured plaintiff with the hot-dog and whether the mascot was negligent in doing so.

Implications

While one might think of this case as a joke of the flying hot-dog, there are some serious implications for professional sport teams using mascots for entertainment of fans during lulls in the game. The first implication is that the activities of mascots and promotions are not viewed as inherent risks of the game. This is critical for marketing managers and staff whose job it is to plan promotional activities that entertain fans during intermissions, time-outs, between innings, etc. Because it is not an inherent risk, an assumption of risk defense cannot as easily be applied by those responsible for the promotion. The second implication is that tossing or shooting promotional items into the stands must be carefully planned and executed so this activity does not injure fans. Third, and finally, mascots must be trained so that those individuals can practice appropriate risk management strategies in order to reduce the hazards that could be a consequence of interacting with the fans.

Based on these learning points the following risk management tips are provided:

- Always toss promotional items up in the air and never at a fan. This trajectory allows more time for fans to see the item coming at them.
- Consider the type of item being tossed into the crowd. Promotional items should preferably be soft to not injure anyone with whom it comes into contact.
- Toss promotional items only during down-times of the game to not distract fans from the inherent risks of the game like foul balls, bats, flying pucks, etc.
- Mascots must be cognizant of their costume and its girth when interacting with the crowd in order to not hit spectators or distract them from the inherent risks of the game.

Indiana AHPERD advocacy grant that provided multiple, community outreach projects for physical and health teacher candidates. Special thanks to students and program faculty who recognized the importance of community connections in promoting the value of health and physical education to the P-12 youth they engage with throughout the teacher preparation experience.

How to Survive Teaching and Coaching

Risk Management for Physical Educators and Coaches

Part III of a III Part Series

Making Facilities and Equipment Safe

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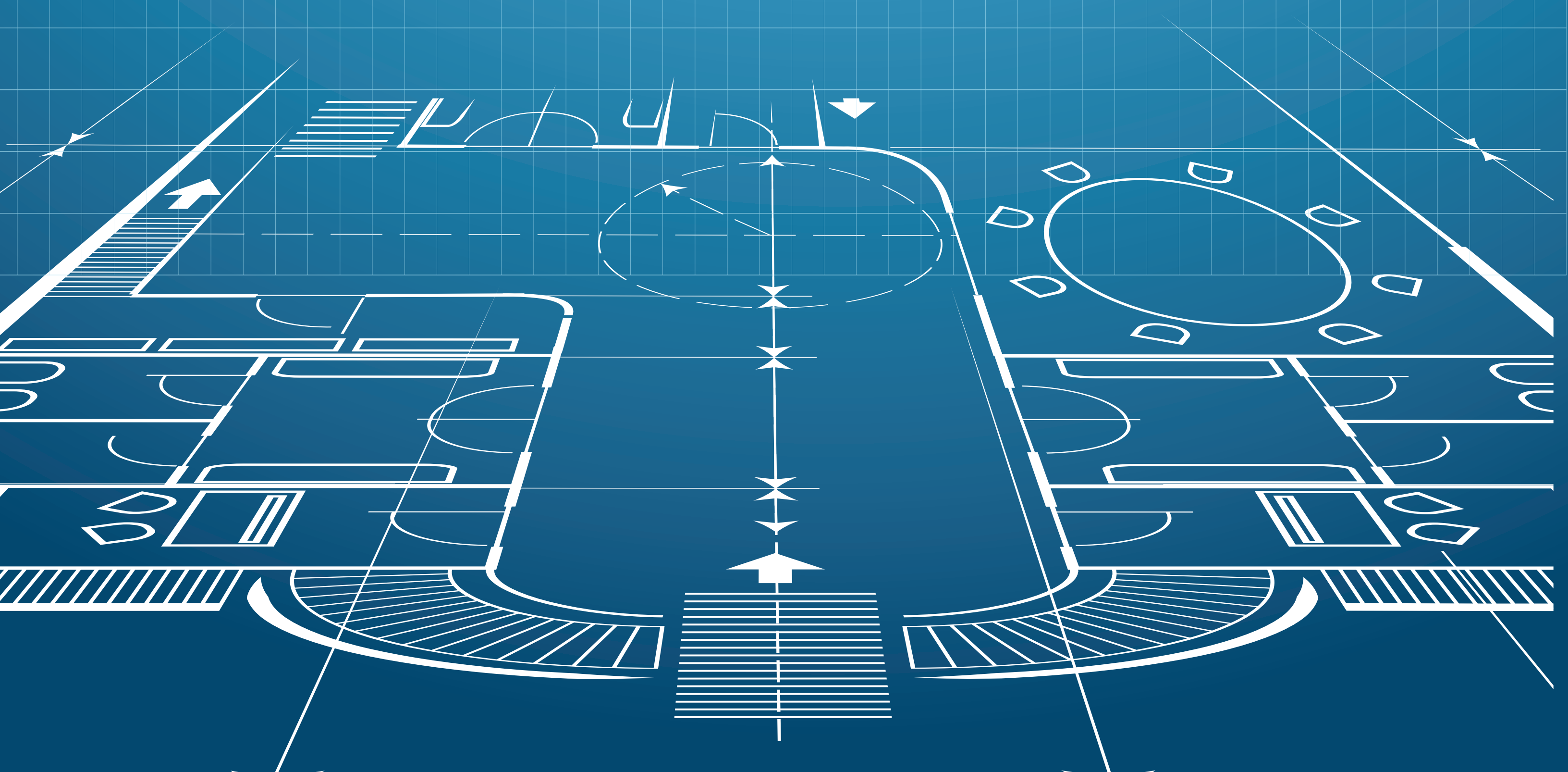

Introduction

Many lawsuits in the sport areas contain an allegation of an unsafe or hazardous area or facility. According to Sawyer and Sawyer (2014) and Wong (2010), the common causes for facility lawsuits are improper design, improper maintenance, and defective products associated with the facility. All facility owners or operators should be aware of the standard of care they owe to participants. The standard is based on whether the participant is an invitee, licensee, or trespasser.

Types of Facility Users

Invitee

Peterson and Hronek (2011) indicate a person is an invitee on the land of another if he/she enters by invitation, expressed or implied, his/her entry is connected with the owner's business or with an activity the owner conducts or permits to be conducted on his/her land, and there is mutuality of benefit to the owner. The standard of care owed to an invitee is the highest. This means that the owner must exercise reasonable care in providing a safe place for invitees. This means the premises must be inspected regularly and thoroughly, with foresee-ability, or professional anticipation. Any hazards, especially hidden hazards or conditions that have changed since the last time the invitees were present, must be noticed and removed or repaired or else the invitees must be warned of them and protected from them. It is important that the owner of operator of a facility anticipate foreseeable users and uses.

Licensee

According to Spengler, Anderson, Connaughton, and Baker (2015) a licensee is permitted, due to a lease agreement, to use the premises of another. The owner or operator of a facility owes a licensee the duty of keeping the premises in a reasonably safe condition and warning of hidden hazards or changed conditions. The duties of inspection, notice, and foresee-ability mentioned above apply; but it is also assumed that the licensee will be more observant, especially for any known dangerous condition.

Trespasser

Clement and Grady (2012) indicate a trespasser is a person who enters on the property of another without right, lawful authority, or an express or implied invitation or license. An owner or operator of a facility owes no duty of care to a trespasser. However, a child trespasser is considered different in that children are immature and lack the experience and judgment of adults. They may be incapable of understanding and appreciating the possible dangers that might occur during the trespass. Therefore, the owner/operator has a greater burden of care toward a child trespasser than toward an adult trespasser.

Why is it important to provide notice, actual notice, and constructive notice?

The term "notice" is defined, according to Cotton and Wolohan (2012), as the knowledge of a fact or state of affairs, which would naturally lead an honest and prudent person to make inquiry. A person has notice of a fact if he or she knows the fact, has reason to know it, should know it, or has been given notification of it.

Gardiner, O'Leary, Boyes, and Naidoo (2012) indicate actual notice is notice expressly given to a supervisor or a person who has the authority to correct the problem. Actual notices that cannot be handled at a lower administrative level of responsibility should be transmitted to the next level in written form with a copy placed in a file and a verbal follow-up to confirm receipt of the written notice.

Constructive notice, according to Sawyer and Sawyer (2014), is information or knowledge of a fact that a person could have discovered by proper diligence or, put another way, the health/fitness/recreation/sport professional is responsible for all knowledge that encompass that specialty area.

At the same time, it is evident that a purely subjective standard opens a very wide door for the plaintiff who is willing to testify that he/she did not know or understand the risk. It is imperative the health/fitness/recreation/sport professional take the time to educate the clientele of all inherent risks involved in testing procedures and exercise prescriptive programs.

Even where there is knowledge and appreciation of a risk, the plaintiff may not be barred from recovery where the situation changes to introduce a new element, such as increasing the intensity in a prescribed exercise program without informing the client. Wong (2010) indicates the fact that the plaintiff is fully aware of one risk does not mean that he/she assumes another of which he/she is unaware.

The second limitation for the defense of assumption of risk is that the plaintiff is not barred from recovery unless the choice is a free and voluntary one. There must first be some manifestation of consent to rely the defendant of obligation of reasonable conduct. Even though the conduct may indicate consent, the risk will not be taken to be assumed, if it appears from his/her words or from the facts of the situation that he/she does not, in fact, consent to release the defendant of the obligation to protect the client. It is clear that the sport management professional must make sure the client consents beyond any doubt to participate in exercise testing and a prescriptive exercise program.

What are other duties relating to safe facilities and equipment?

According to Clement and Grady (2012), Cotton and Wolohan (2012), and Spengler et al. (2015) as an owner and/or operator of a sport facility, the sport manager will be required to perform the following duties in relation to providing a safe facility and equipment:

- Conduct regular and thorough facility and equipment inspections and record the results in written form and file for future reference,
- Maintain current standards for the appropriateness of facility and equipment for the activities being implemented,
- Develop a regular preventive maintenance schedule for the facility and equipment,
- Advise all personnel of the "shared responsibility doctrine" that states that all parties share in the responsibility for conducting programs safely by fulfilling their shared responsibilities in a manner that is consistent with preventative maintenance,
- Purchase the best equipment affordable for the activity and meets league or conference requirements,
- Be aware of changes in equipment and standards of safety relating to equipment,
- Take care when adjusting, fitting, or repairing equipment,
- Be wary of new untested equipment,
- Avoid "illegal" equipment,

- Present necessary warnings for equipment as specified by the manufacturer,
- Avoid “home-made” equipment,
- Teach proper technique for using equipment,
- Avoid hand-me-downs,
- Be certain insurance reflects the current status of equipment,
- Include equipment in sport center’s safety program,
- Keep equipment that is not used inaccessible, and
- Ensure equipment is used for intended only purposes.

RISK MANAGEMENT CONSIDERATIONS

It is necessary for the health/fitness professional to draft and use warnings, waivers, and informed consent. The guidelines provided below should assist the health/fitness professional in developing sound warnings, waivers, and informed consent, which in turn will reduce risk. Sawyer and Sawyer (2014) and Wong (2010) indicate the following are the key considerations:

- The utilization of accident/injury reports will assist in identification of high-risk areas where the use of a waiver or informed consent would be feasible.
- Health/fitness programs involving the adult and/or senior citizen are potential areas for the waiver and release format depending upon the risk factor or condition of the participant.
- All activity programs are suitable target areas for using informed consent or waivers.
- Prior to beginning any programming, an assessment of potential risk areas, nature of involved populations, insurance, and medical compensation should be made to ascertain if, when, and how a waiver or informed consent instrument will be used.
- Warn all exercise testing and/or exercise program participants of all inherent risks. Be certain your warning enables your clients to know, understand, and appreciate the risks involved.
- Put the warnings in written form and be sure they are carefully read and signed. Retain a copy of this signed form for the files.
- After presenting the warnings, be sure to ask for questions, giving thorough and unbiased answers to these questions.
- It is strongly recommended that none of the sample warning, waiver, or informed consent forms be adopted for any program until it has first been reviewed by legal counsel and the medical advisor for the program. Each form must be reduced to writing in accordance with prevailing state laws. Further, the forms should simply state to the participant the reasons for the procedure, the risks, and benefits, etc., in a manner specific to the program activities for which con sent is being considered.

First Aid and Emergency Medical Procedures

The need to provide appropriate emergency care by well-educated competent personnel is one of the most important of the legal duties of the sport management professional. This duty is always present. The supervisor has two specific supervisory duties when an injury occurs. The first is to render emergency care and the second is to continue to supervise the activity. According to Sawyer and Sawyer (2014) and Wong (2010), the four basic duties include protecting the individual from further harm, attempting to maintain or restore life to the injured party, comforting and reassuring the party, and activating immediately the emergency medical system.

Safety Checklist

The following safety checklist is offered by Clement and Grady (2012), Cotton and Wolohan (2012) and Spengler et al. (2015) as a short hand method of assessing a fitness plan and bringing the most critical components into focus:

- Have enough supervisors been provided?
- Do all personnel possess the necessary skills?

1. certification % yes _
2. outside training % yes _
3. in-house training % yes _

- Have the responsibilities of all supervisory personnel been defined and articulated?
- Has the location of personnel been planned to guarantee effective coverage?
- Do supervisors have a clear line of sight over their areas of responsibility?
- Are there areas that are being under- or over-supervised?
- Is there immediate access to trained first aid personnel and supplies?
- Are there carefully developed plans for medical emergencies to include telephone access, notifications to be made, etc.?
- Are all supervisory personnel familiar with the emergency plans and procedures?
- Is there an effective means of communication among supervisory personnel?
- Have the participants been made aware, to the maximum reasonable degree, of their responsibilities and obligations?
- Have provisions been made to provide follow-up and reminders regarding participant responsibilities and obligations?
- Does the supervisor have all necessary medical information on each participant which includes special medical problems, names, and telephone numbers of persons to be notified in emergencies?
- Does all fitness activity planning include specific safety considerations’?
- Has there been careful consideration of the matter of participant readiness such as pre-screening?
- Do the participants understand the risks inherent in the activity and the concomitant safety procedures?
- Within the reasonable limits of their individual capabilities, do the participants recognize and accept responsibility for their own safety?
- Has careful consideration been given to possible activity adaptations to increase safety?
- Are there regularly scheduled inspection and maintenance procedures for all equipment and facilities?
- Are the results of inspections and completed maintenance procedures recorded and maintained?
- Does all equipment meet or exceed appropriate safety standards?

RISK MANAGEMENT CONSIDERATIONS

The risk management manager, according to Sawyer and Sawyer (2014), Spengler et al. (2015), and Wong (2010), when developing a risk management document, should include the following risk concerns for facilities and equipment:

- Identify and correct hazardous conditions.
- Buy the best equipment affordable from reputable vendors.
- A master list of all equipment should exist with a record of risk classification, latest inspection report, and a record of all repairs completed.
- Equipment should be maintained according to the manufacturer specifications.
- Instructions and warnings from equipment manufacturers should be posted in a conspicuous place so all participants can see them.
- Develop regular inspection procedures and schedules for the facility and equipment.
- Be sure that all standards applicable to activities are met or exceeded by the facility and equipment.
- Develop and implement the concepts of preventive maintenance and shared responsibility.
- Teach the proper technique along with the proper use and care of the equipment.
- A system of identification and follow-up for repair of facilities should be devised and used on a regular basis. All requests for repair should be recorded and dated. Further, one should implement a system for closing facilities or removing inoperable equipment in need of repair.
- When facilities are in the planning stages, all recommendations and standards on appropriate facilities should be reviewed. If recommended construction has been used, all sources of information should be retained, to use as a means of justifying the planning in the event that the building is not satisfactory.

What is the American with Disabilities Act?

The Americans with Disabilities Act (ADA), which was signed by President Bush (July 26, 1990) gives to individuals with disabilities civil rights protection with respect to discrimination that are parallel to those which are already available to individuals on the basis of race, color, national origin, sex, and religion. It combines, in its own unique formula, elements drawn principally from two key civil rights statutes - the Civil Rights Act of 1964 and Title V of the Rehabilitation Act of 1973. The ADA generally employs the framework of Titles II and VII of the Civil Rights Act of 1964 for coverage and enforcement, and the terms and concepts of section 504 of the Rehabilitation Act of 1973 for what constitutes discrimination.

What are the pitfalls to avoid with the ADA?

Clement and Grady (2012) and Cotton and Wolohan (2012), outlined the following pitfalls to avoid in administering the ADA:

- Each person must be treated as an individual and must not be treated based upon some general stereotype or concept concerning type of apparent disability.
- An employer cannot avoid responsibility by contracting or otherwise having a third party provide a service. (For example, if an employer contracts with a health club to supervise and operate a health/fitness/recreation/sport program, the same restrictions apply against the employer, and the employer may well be held liable for any actions by the health/fitness/recreation/sport club in violation of the ADA.)
- A disabled person does not need to prove intentional discrimination. An honest, unintentional mistake that is discriminatory and prohibited by the ADA can result in sanctions provided by the law.
- The ADA generally prohibits pre-employment medical examinations as well as questions about disabilities but specifically permits voluntary medical examinations in wellness programs.
- Any information gathered through voluntary medical examinations must be confidential and the medical examination requirements must apply to all employees.
- The ADA does not supersede or preempt any other federal or state law. Therefore, it is theoretically possible for an employer to subject itself to liability under another law or laws.
- The greatest pitfall of all would be to do nothing.

What is a Contract?

Clement and Grady (2012) define a contract as an agreement (or promise) between two or more persons, which creates an obligation to do or not to do a particular action. Further, a contract is a promise or set of promises for the breach of which the law gives a remedy or the performance of which the law in some way recognizes as a duty. In other words, a legal relationship consisting of the rights and duties of the contracting parties or a promise or set of promises constituting an agreement between the parties that gives each a legal duty to the other and also the right to seek remedy for the breach of those duties.

There are five major legal concepts involved in the formation of a contract, according to Sawyer and Sawyer (2014) and Wong (2010), including:

- An offer is a conditional promise made by the party offering (offerer) to the party accepting (offeree). Most often, an offer is in writing outlining a few essential bits of information including, but not limited to:
  1. the involved parties names, addresses, and phone numbers,
  2. the subject matter,
  3. the time, day, and place for the subject matter to be performed,
  4. the agreed upon price to be paid.
- An acceptance of the promise by the offeree is the next concept. The only person who can accept an offer is the party (offeree) it was offered to by the offerer. No one else can accept the offer made unless the offer was made to more than one party. In that case, all parties involved must accept the offer.
- Consideration involves an exchange of value wherein one party agrees through a bargaining process to give up or do something in return for another party doing the same. The courts most often view consideration as the glue in the agreement. Consideration makes the contract legally enforceable. Without consideration, there may be a promise to do something; but it may not be legally enforceable as a contract in court.
- Legality means that the underlying bargain of the contract is for a legal action(s). The courts will not enforce contracts for illegal ac-

tions such as prostitution, gambling, drug deals, loan sharks, and so forth.

- Capacity is the ability to comprehend the nature and effects of one's acts. Generally speaking, anyone who has reached the age of eighteen (sometimes referred to as the age of majority in many states) has the capacity to enter into a contract. There are conditions that invalidate a contract including intoxication, mental incompetence, fraud, and illegal acts.

Generally, according to Wong (2010), a contract is valid whether it is written or oral. By statute, however, some contracts must be evidenced by writing. Such statutes are designed to prevent the use of the courts for enforcing certain oral agreements or alleged oral agreements. They do not apply when an oral agreement has been voluntarily performed by both parties.

Apart from statute, the parties may agree that their oral agreement is not to be binding until a formal written contract is executed or the circumstances of the transition may show that such was their intention. Conversely, they may agree that their oral contract is binding even though a written contract is to be executed later.

Similarly, according to Clement and Grady (2012), the failure to sign and return a written contract does not establish that there is no contract as there may have been an earlier oral contract. If one of the parties, with the knowledge or approval of the other contracting party, undertakes performance of the contract before it is reduced to writing, it is generally held that the parties intended to be bound from the moment the oral contract was made.

Contracts should be used as a preventative mechanism for a specific purpose with appropriate safeguards and limitations drafted into the written document. According to Gardiner et al. (2012) and Spengler et al. (2015) contracts that must be evidenced by writing (i.e., the contract itself must be in writing and signed by both parties or there be sufficient written memorandum of the oral contract signed by the person being sued for breach of contract) include:

- an agreement that cannot be performed within one year after the contract is made,
- an agreement to sell or a sale of any interest in real property,
- a promise to answer for the debt or default of another,
- a promise by the executor or administrator of a decedent's estate to pay claim against the estate from his personal funds,
- a promise made in consideration of marriage, and
- a sale of goods for $500 or more.

What types of contracts are there?

Peterson and Hronek (2011) offered that contracts are classified in terms of their forms as (a) contracts under seal, (b) contracts of record, and (c) simple contracts. The first two classes are considered formal contracts. A contract under seal is executed by affixing a seal or by making an impression upon the paper or upon some tenacious substance, such as wax, attached to the instrument. The modern courts treat various signs or marks to be equivalent of a seal. A contract under seal is binding at common law solely because of its formality.

Contracts of record arise when one acknowledges before a proper court that he/she is obligated to pay a certain sum unless a specified thing is done or not done. For example, a party who has been arrested may be released on his promise to appear in court and may bind himself to pay a certain sum in the event that he fails to do so.

Simple contracts are contracts that are not under seals or of record. Simple contracts include express, implied, valid, voidable, void, executed, executory, bilateral, and unilateral contracts. An expressed contract is one in which the parties have made oral or written declarations of their intentions and of the terms of the transaction while an implied contract is one in which the evidence of the agreement is not shown by words, written or spoken, but by the acts and conduct of the parties. Such a contract arises when one person, without being requested to do so, renders services under circumstances indicating that he/she expects to be paid for them and the other person, knowing such circumstances, accepts the benefit of those services.

Remedies for broken promises

Contract law provides for remedies in broken promises. Spengler et al. (2015) suggests the remedies are called damages. The purpose of damages in contract law is to place the aggrieved party in the same economic position he/she would have had if the contract (promise) had been performed.

Contract law provides for compensatory (recovery of actual losses due to non-performance of the contract) not punitive (punishment) damages. There is an exception to this rule and that is when fraud or other illegal actions are involved.

Damages must be proven with reasonable certainty before the court will make any monetary awards. It is imperative that the plaintiff be able to document all losses caused by the non-performance of a contract. Sawyer and Sawyer (2014) and Wong (2010) indicate there are four remedies used by the courts:

- monetary damages (most common),
- specific performance,
- rescission and restitution, and
- restoration/reformation.

The usual type of award in a contract action is monetary damages. For example, in a contract for sale of goods, the usual measure of difference is between the contract price and the market price. High school A contracts with supplier A to purchase a certain brand and model of basketball at $47 per unit. The supplier sells out of that model and substitutes another cheaper model, which breaches the contract. A supplier is unable to provide the contracted brand and model as promised. Now, after six weeks, high school A locates another supplier who ships the brand and model requested but at a higher price - $59. Therefore, the damages incurred by high school A are 12 times the number of racquetballs to be purchased.

The second remedy is specific performance. This provides that the breaching party must perform the act as promised in the contract. It is limited to cases in which a sales contract for a unique item is breached. For example, a person contracts to purchase the only original copy of Mark Twain's Tom Sawyer and the seller refuses to convey the book. This is a breach of the contract. Monetary damages cannot cure the breach since the person cannot purchase another book anywhere for any amount of money. There is only one book in existence. The most appropriate remedy is specific performance. However, it may not be used in a personal service contract.

Rescission and restitution, a third remedy, is an action to cancel a contract and restore the parties to the status occupied prior to the contract. This is used most frequently in cases involving fraud, duress, or mistake.

The final remedy is restoration/reformation. The court allows the parties to rewrite a contract to conform to their true intentions. This is most appropriate in the case of mutual error or where, through oversight, not all of the contract terms were specified.

How can a contract be discharged?

A contract is usually discharged by the performance of the terms of the agreement; but, termination may also occur by later agreement, impossibility of performance, operation of law, or acceptance of breach. Contracts are commonly discharged by performance.

According to Peterson and Hronek (2011) and Spengler et al. (2015) a contract discharged by performance includes when -

- payment is required by the contract, performance consists of the payment of money or, if accepted by the other party, the delivery of property or the rendering of services,
- the date or period of time (time of performance) for performance is stipulated, performance should be made on that date or in that time period, and
- a tender (an offer to perform is a tender) has been completed or refused.

What makes a contract void?

An offer gives the offeree power to bind the offerer by contract. This power does not last forever and the law specifies that under certain circumstances, the power shall be terminated. Offers may be terminated in any of the following ways, according to Clement and Grady (2012) and Cotton and Wolohan (2012):

- revocation (offerer revocates the offer before it is accepted),
- counteroffer by offeree,
- rejection of offer by offeree,
- lapse of time,
- death or disability of either party, and
- subsequent illegality.

What is a Lease?

A lease exists whenever one person holds possession of the real property of another under an express or implied agreement. The person who owns the real property and permits the occupation of the premises is known as the lessor or property owner. The lessee or tenant is the one who occupies the property. A lease establishes the relationship of property owner and tenant.

The essential elements of a lease include, according to Sawyer and Sawyer (2014) and Wong (2010):

- the occupying of the land or property must be with the express or implied consent of the property owner,
- the tenant must occupy the premises in subordination to the rights of the property owner,
- a reversionary interest in the land must remain with the property owner (i.e., the property owner must be entitled to retake possession of the land upon the expiration of the lease), and
- the tenant must have an estate of present possession in the property (i.e., must have a right that entitles him to be in possession of the property now).

What type of business transactions will require contracts?

The sport management professionals must realize that a business transaction is involved when dealing with outside suppliers. A supplier is any person or organization that contracts for supplies, services, or events. Some of the primary areas of involvement with suppliers are merchandise, services, concessions, medical and emergency medical agreements with other organizations or schools, joint facilities, and leases.

Merchandise

When purchasing merchandise, it is important to understand the terms of delivery and payment as contained on the order form or other agreement. When merchandise is delivered, it should be carefully examined for defects. Check the terms of payment to see if:

1. discounts for early payment are available,
2. merchandise may be returned, and
3. time limits have been established on returns.

Services

When contracting for services obtain a list of references and check them to ascertain if the contractor is capable of adequately performing the task(s). Be careful of service contractors who use standard contracts. Generally, a standard form contract is unfavorable to the purchaser.

Concessions

Concessions can be a 'cash cow'. It is important to consider the following, according to Sawyer and Sawyer (2014) and Spengler et al. (2015), before deciding what to do about concessions:

- How will the concessions be handled at events?
- Are they provided by the organization or an outside concessionaire ?
- Should the outside concessionaire be under contract?
- Who is liable for injuries caused by the concessionaire's personnel, equipment, or food poisoning?
- What financial agreement should be entered into with concessionaire?
- Who provides the personnel?
- Who provides the equipment?
- Who secures the alcohol license'?
- Who is responsible for the restaurant license?

If it is decided to secure an outside organization to provide concessions, there should be a contract for this service. Sawyer and Sawyer (2014) and Wong (2010) suggest the contract should contain the following covenants and conditions:

- Types of products to be sold,
- Financial considerations for both parties,
- Proof of liability insurance up to $1 million and indemnification,
- Alcohol and restaurant licenses,
- Security,
- Equipment,
- Length of contract,
- Option to renew,
- Termination, and
- Duties and responsibilities of each party.

The Game Contract

Sawyer and Sawyer (2014) and Spengler et al. (2015) suggest the components of a game contract consist of –

- teams involved,
- location, date, and time,
- game officials,
- guarantees,
- complimentary tickets,
- broadcast rights,
- termination provision,
- option for renewal, and
- locker room arrangements.

Medical and emergency care services

It is extremely important to provide medical and emergency care services for employees, customers, clients, and/or student-athletes. The following questions, according to Clement and Grady (2012) and Cotton and Wolohan (2012), need to be answered before a contract can be drafted:

- Do you have a doctor present at all of your events or only for major undertakings (e.g. road races, contact sport activities, and racquetball or tennis tournament)?
- Are you required by law to have a doctor present at events?
- When should you have a doctor present?
- When do you have an emergency vehicle present?
- Should you contract for these services'?
- Further, they suggest the following are the components that should be in a contract for medical or emergency care services:
- Type of doctor desired (e.g., cardiologist, internist, orthopedic),
- Retained for what purpose(s) and service(s),
- Consult with whom (e.g. management, trainers, coaches, athletes, clients),
- Time commitment,
- Rate of compensation and payment schedule,
- Physicians recommendations, include prescriptions, prescribing treatment, recommendations for surgery, recommendations for rehabilitation,
- Proof of liability insurance (i.e., at least $1 Million),
- Understanding that the physician or emergency medical service is an independent contractor and is not acting as the organization's agent, employee, or servant,
- Option to renew contract, and
- Termination clause.

Agreements with other organizations

When should you have agreements with other organizations? The following are suggested as contractible, according to Sawyer and Sawyer (2014) and Wong (2010):

- Activity schedules (i.e., in school/college/professional sports a standard agreement should be developed for scheduling contests),
- Fundraising events (e.g., A nonprofit agency requests to use your facilities for a fundraising event that will involve not only your facilities; but also clients as well as other people. You had better have a contract to cover liability as well as expenses.),
- For services (e.g., cleaning, laundry, food), and
- Education (e.g., local college or public schools do not have racquetball facilities and elect to teach the classes at .your facility.).

Joint facilities

If you share ownership or use a facility with another organization (i.e. public school or college), do you have a written agreement defining the rights and responsibilities of each owner or user? Does the agreement adequately protect you if an accident occurs while the other party is using the facility? A carefully drafted agreement defining the terms of use, supervision required during use, and the specific responsibilities of each party could be very important in the event of an injury at the jointly operated facility.

RISK MANAGEMENT CONSIDERATIONS

Do not attempt to be a lawyer. Do not assume that because a situation was handled one way last year that a similar situation will be handled the same this year. If the law has changed or if the circumstances are not exactly the same, then last year's solution will not work. Never simply retype an agreement that you have previously used and substitute names and dates.

Leases

For each facility that you lease for your use, or that you lease to others, you should have a written lease agreement. That lease agreement should have the following components:

- definition of lessor and lessee,
- consideration, and
- terms and conditions, such as
    1. commencing and terminating the lease,
    2. rights to the facility,
    3. rent,
    4. insurance (copy of binder to be attached),
    5. security,
    6. concessions,
    7. maintenance,
    8. catastrophe,
    9. additional facilities,
    10. special terms or conditions,
    11. construction,
    12. option to renew,
    13. termination clause,
    14. affirmative action clause,
    15. signature by appropriate personnel, and
    16. notarized, if appropriate.

Contracts with staff

It is important for both the employer and employee to enter into an employment contract, which describes the responsibilities of both, rate of compensation, fringe benefit package, evaluation, length of contract, option to renew, and a termination clause.

Contracts with clients, customers, or participants

Contracts with users and participants (e.g., membership, fitness/health, scholarships, injuries, club sports) are common. The membership contract obligates the member to pay clues for services rendered.

Do you need an attorney?

Yes, an attorney is an extremely valuable and necessary member of the management team. Those organizations that do not consult with a lawyer are asking for serious management problems that will lead to large legal expenses in the future.

The attorney you select must understand the needs of the organization, be experienced in dealing with matters that affect the organization's programs (e.g., contracts, bonding, insurance, affirmative action, and much more), and be willing to assist in planning events/programs and other transactions. You should develop a list of legal needs before you try to select an attorney. The attorney's expertise must parallel the needs of the organization. You should enter into a contract for the legal services. Do not select the least expensive but rather the most experienced. Further, use the attorney in the planning stages of a proposed event or transaction. Frequently, the attorney's advice at the planning or negotiation levels may lead to better results and he can make suggestions which may be beneficial to both parties and save the organization money in the long run.

Independent Contractor

According to Sawyer and Sawyer (2014) and Wong (2010) an independent contractor is one who renders service in the course of an occupation representing the will of his employer only as to the result of the work. Independent contractors include attorneys, concessionaires, dance exercise instructors, physicians, professional trainers, sport officials, and companies (e.g., insurance, custodial service, and fitness equipment maintenance). Sawyer and Sawyer (2014) suggests the general rule, relating to independent contractors, has been that liability can be shifted from the employer to the independent contractor. However, the employer must exercise reasonable care to select a competent, experienced, certified, and careful contractor with proper equipment and who follows appropriate safety precautions to protect employees and the invited public.

The courts are holding the employer liable because he/she remains the primary beneficiary of the work, selects the independent contractor, maintains financial responsibility, and can demand indemnity from the independent contractor. According to Spengler et al. (2015) and Wong (2010) there are four situations that most frequently cause legal problems for the employer - independent contractor relationship in court:

- negligence of the employer in hiring and supervising the contractor,
- failure to prevent activities or conditions which are dangerous to clients,
- non-delegable duties, such as keeping the premises reasonably safe for business invitees, and to provide employees with a safe place to work, and
- peculiar risks, such as construction of pools or reservoirs, use or keeping of vicious animals, and the exhibition of fireworks wherein injurious consequences can be expected unless special efforts are made to protect.

Finally, an independent contractor who is servicing an organization is not covered under Workers' Compensation. Whether a person is an independent contractor or not is usually determined by who has the right to control the manner in the work is done, the method of payment, the right to discharge, the skill required in which the work is to be done, and who furnishes the tools, equipment, or materials needed to accomplish the work.

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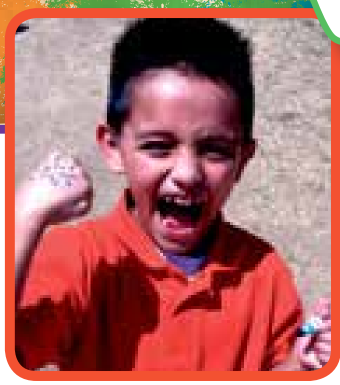

HEART HERO

Diego, age 8

"I've always known that my heart is different because my mom and dad have always taken me to the heart doctor. Doctors are going to switch the two bottom pieces of my heart around. Helping people with different hearts is important so doctors can find cures for kids like me!"

Hoops For Heart a national education and fundraising event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Middle school students have fun playing basketball while becoming empowered to improve their health and help other kids with heart-health issues. And it's a great way to satisfy the physical education standards as determined by the National Association for Sport and Physical Education and the American Association for Health Education.

Funds raised through Hoops For Heart give back to children, communities and schools through the American Heart Association's work:

- Ongoing discovery of new treatments through research
- Advocating at federal and state levels for physical education and nutrition wellness in schools
- CPR training courses for middle and high school students

Hoops For Heart helps students:

- Learn the value of community service and contribute to their community's welfare
- Join with other children to help kids who have heart problems
- Develop heart-healthy habits while being physically active
- Learn basketball skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

With your support, we can help protect and improve children's health. Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.

Call 1-800-AHA-USA1 or visit heart.org/hoops to get your school involved.

American Alliance for Health, Physical Education, Recreation and Dance

AAHPERD is a proud program partner of Hoops For Heart.

Guidelines for Authors

This journal is published in May, September, and February by the Indiana Association for Health, Physical Education, Recreation, and Dance. Articles that share opinions and ideas, as well as those based on serious scholarly inquiry are welcomed and encouraged. Each article scholarly article is reviewed by the editor and at least two reviewers who are selected on the basis of areas of interest and qualifications in relation to the content of the article.

Preparing Manuscript

Manuscripts are to conform to the Publication Manual of the American Psychological Association (APA; 6th ed.) style. To facilitate the review process, the author(s) should use double-spaced type and include line numbers as well as page numbers. Papers must not exceed a total of 28 pages including references, charts, tables, figures, and photographs. There should be an abstract not to exceed 500 words. Further, all charts, tables, figures, and photographs will be after the references. Papers deviating from the recommended format will not be considered until they are revised.

Electronic Submission

Electronic submission of manuscripts is required at thomas.sawyer@indstate.edu . The manuscript order is: (1) blind title page, (2) abstract, (3) key words, (4) text, (5) references, (6) author notes, (7) footnotes, (8) charts, (9) tables, (10) figure captions, and (11) figures. The cover letter will be a separate file. Including author(s) name and affiliation and contact information of corresonding author.

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...to the Editor

A new idea that you have penned,
Share it with a Indiana AHPERD friend.
On the Journal pages, let it end.
We sure do want it... send it in!
It may be an article you did write
In sheer frustraton one weary night.
But, someone else it may excite.
...Send it in.
Is it a cartoon that you have drawn?
Did you compose a unique song?
Could our whole profession sing along?
...Well, send it in.
Some folks are inspired by poetry
And works of art let others see
The inner thoughts of you and me.
Please, send it in.
Then, there are works that scholars do,
Great research... we need that, too.
But, you know we must depend on YOU
To send it in.
Won't you share with us your thought
That we all just may be taught?
My, what changes could be wrought
If you'd just send it in.

Tom Sawyer
Indiana AHPERD Journal Editor

Cover Letter

The cover letter ***must*** include all contact information for the corresponding author, and employers of the remaining authors. The following statements must be included in the cover letter:

"This manuscript represents results of original work that have not been published elsewhere (except as an abstract in conference proceedings)."

"This manuscript has not and will not be submitted for publication elsewhere until a decision is made regarding its acceptability for publication in the Indiana AHPERD Journal."

"This scholarly inquiry is not part of a larger study."

"This manuscript has not been previously published or submitted for publication elsewhere, either in identical or modified form."

Authors

List ***multiple*** authors in the order of proportionate work completed. Also indicate research reports supported by grants and contracts. Include biographical information on all authors (title, department, institution or company, and full address).

Authors Statement

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

Deadlines

Journal	❏ Spring Issue / Feb. 15	❏ Fall Issue / Sept. 15	❏ Winter Issue / December 1
Newsletter	❏ Spring Issue / March 1	❏ Fall Issue / July 1	

Indiana AHPERD
Membership Application

(Please Print/Type)

Company/School Name ______________________________

Primary Representative Name ______________________________

City ____________________ State ____________________ Zip ____________

Telephone: Area Code (___) ______________________________

E-mail Address ______________________________

Referring Member/Company ______________________________

Indiana AHPERD
Leadership Opportunities

Opportunity for Involvement

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

Interested

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

The duties and responsibilities of the Program and Regional Councils:

- work closely with the Program Director/Regional Coordinator to promote the special program area
- attend annual IAHPERD Leadership Conference (hotel and meals paid for by the association)
- solicit programming for the State Conference/Regional Workshops
- serve as host to greet & direct presenters during the conference
- serve as presider for the various programs in your special area; introducing presenters, assisting during presentations, providing presenters with the special gift from the association, etc.
- make nominations to the Awards Committee Chair for Teacher of the Year and Association Awards.

Send Membership Check Payment and any Change of Membership Information To:

Executive Director: Karen Hatch
2007 Wilno Drive
Marion, IN 46952

Annual Membership
(Expires 1 yr from enrollment date)

- ○ $20 **Student membership** *(undergraduate / full-time graduate students)*
- ○ $40 **Professional membership**
- ○ **New Membership**
- ○ **Renewal Membership Dues**

Make check payable to Indiana AHPERD.
Send Payment to Executive Director Below.
Members rates are subject to change.

Be A Leader!

Would you be willing to become involved?

- ________ District level
- ________ State level
- ________ Committee Involvement
- ________ State Office
- ________ Regional Leadershiip

Program Areas

- Adapted Physical Education
- Aquatics
- Council for Future Professionals
- Dance
- Fitness
- Health
- Higher Education/Research
- Jump Rope and Hoops for Heart
- Physical Education: Elementary School
- Physical Education: Middle School
- Physical Education: Secondary
- Recreation
- Sport
- Sport Management
- Technology

Share your Journal with a Colleague!

Karen Hatch: Executive Director, IAHPERD • 2007 Wilno Drive • Marion, IN 46952 • Phone: 765-664-8319 • email: hatch@comteck.com
Indiana Association for Health, Physical, Education, Recreation and Dance