

The Virginia Journal



UAHPERD
Virginia Association for
Health, Physical Education,
Recreation, and Dance

FALL 2005

Vol. 27, No. 2



The Virginia Journal
Editorial Board



.....
 David Sallee
Editor

Bridgewater College

.....
 Jack Schiltz
Executive Director
 Virginia Commonwealth University

VAHPERD President
 Judy Clark
 Stafford County Public Schools

VAHPERD President-Elect
 Kerry Redican
 Virginia Tech

VAHPERD Past President
 Bob Davis
 Virginia Commonwealth University

TABLE OF CONTENTS

Volume 27, Number 2

FALL 2005

President's Message 2

Executive Director's Comments..... 2

Past President's Message..... 3

President-Elect Message 3

Journal Editors Remarks 4

Southern District/Virginia HPERD Convention 5

Students with Autism in Physical Education 11

Legal Risks and Opportunities..... 13

VAHPERD Officers & Directors 14

NCLB: the Next Step in the Diminishment of Physical Education
 and Health 21

Fund-Raising Tips for Sports Management Students
 and Practitioners..... 23

A Comparison of Health Risk Behaviors Among Virginia Tech and
 James Madison University Students Enrolled in a
 Personal Health Course..... 27

Involving Physical Education Majors in a Weekend
 Physical Activity Program 30

Teacher of the Year Award Winners..... 31

Guidelines for Manuscript Submission..... 33



The opinions of the contributors are their own and do not necessarily reflect the attitude or views of VAHPERD, its officers, or the editor of this Journal. VAHPERD does not discriminate in this or any other of its programs on the basis of color, religion, age, gender, national origin, sexual orientation, disability or handicap.

President's Message

By Judy Clark



I have just unpacked from the National Leadership Development Conference that AAHPERD holds in Washington, DC, each year. I've been able to meet president-elects and executive directors from across the nation. It's nice to share solutions, problems, and perspectives with other people who do what you do.

But the big event was meeting the staff of our representatives to Congress. I had appointments with staff from Senator Warner and Senator Allen's offices. I was able to discuss our views of funding for PEP grants, Title IX legislation, funding for the Center for Disease Control, No Child Left Behind, and the Obesity Problem. We all deal with the outcome of their decisions every day and they need to know how we and our clientele are affected by their work.

What struck me was how much of an impact small things have in Washington. We see the same thing in our classrooms every day. One minute of talking to someone can make a big difference in what they see, what they believe, and how they act. The same is true of our senators and representatives. When they hear from you — by email, snail mail, phone, or fax—they listen when the numbers start to reach 5 or 10. Imagine the impact an organization whose membership is 1500 could have if even half of the members took 3 minutes to email and share their opinion. When constituents talk, who listens? Especially in election years????

I hope all of you know who represents you on the Hill. I left packets of information for each of the 11 Representatives for Virginia. Can you take a moment to email your representative and ask if they are familiar with the information that was in it? Mention VAHPERD. Mention funding for the PEP grants and CDC. I'm hoping you will get a response from the appropriations, health, or education staff member.

Here's another challenge: attend the Southern District Convention in Virginia Beach March 1-5!! WE have no state convention this year because we are hosting this event. And as a VAHPERD member, you may attend at AAHPERD member prices. That means you must still pay the convention registration fee, but you do not have to also join AAHPERD (a savings for you of \$125). We have a brand new convention center for sessions that will awe you. The Doubletree Hotel will also be hosting sessions and will be the convention hotel. We're looking forward to all of you being there and bringing a friend.

Our next convention will be November, 2006, and will also be in Virginia Beach. I hope you have submitted proposals for presentations. We want to share all we can with each other. We also have several featured speakers signed up, so you can really make your plans early.

Executive Director's Comments

ITS YOUR TURN TO STEP UP AND BE COUNTED

By Jack Schiltz, Executive Director

VAHPERD struggled for many years trying to establish its role in your professional life. The convention was the primary focus for many years. It started as a platform for a few state public school teachers and many college/university professors to share their knowledge and experience. Today it is considered one of the most comprehensive conventions in the nation. Along with your colleagues, speakers are brought in from California to Maine. Over 10 presentations per hour occur from 8am to 5pm over a two day period. Over \$15,000 is now committed to speakers. The last two conventions have been held at a 4 star Hyatt with the cost of a room only \$113. Last convention over \$2,000 in gifts and promotional items were given away (including a sport watch to every participant). Registration for the convention has remained more than reasonable at \$40-45 dollars.

But your VAHPERD organization hasn't stopped there. It now helps fund the Health and Physical Activity Institute (\$3,000). It sponsors the Virginia Dance Festival (\$1,000). It helps city and county supervisors get together to work in solving the many challenges of health and physical education programs (\$5,000). It rewards outstanding Teachers of the Year (In some cases up to \$750 per person). It funds the many dynamic OHPEP speakers make presentations throughout the state (\$4,500). It funds the travel of Jump Rope for Heart demonstration teams (\$500). You now have a website which you can register for conventions and renew your membership. Add in a minimum of two newsletters, two journals, and a list serve.

Remember, for all this you are paying \$25 per year. You can't even fill your gas tank up one time for that!!!!!!!!!!!!

Let me give you a better reason why every health and physical education professional should join VAHPERD.....

VAHPERD is the only state association in the nation where if you take advantage of what it offers, not only will your membership be free, you can make money. If you attend the summer Health for Success Institute you receive a \$25 check (you have just paid for your membership). If you attend the other summer Health and Physical Activity Institute you receive another \$25 check (now you are ahead). If you serve as a Board Member much of your state convention expenses are reimbursed (now you are really ahead).

The bottom line is if you are willing to be an active professional your VAHPERD is there to support you. VAHPERD is now investigating how it can assist teachers seeking National Board Certification. Things like pre-convention workshops and access to state consultants who have passed the certification are being considered.

Financial Update

The operating budget for 2005-6 is a very unique one. Because there will be no VAHPERD convention as such, significant income

continued on page 4

Past President's Message

OPPORTUNITY

By Bob Davis

This is the second time I have written about opportunity with the focus this time on the opportunity for professional development through participation in the Southern District AAHPERD (SD) convention in Virginia Beach. It has been several years since the other 12 Southern District states have met in Virginia. The closest the SD convention came recently was when VAHPERD co-sponsored the 2002 historic joint Southern District/Eastern District convention in Baltimore, Maryland. Southern District last met in Virginia way back in the 20th Century (1990 in Norfolk). Since you will be reading this in late November or early December, I am sure you have figured out there was no 2005 VAHPERD convention. When the district convention is in a state, the state convention is cancelled and much of the state's business (except elections) is held during the district convention.

This is an opportunity for professional development for a minimal financial investment. Besides the reduced travel expenses, the nice thing about having the convention in Virginia is the reduced registration fee for dual VAHPERD/AAHPERD members plus VAHPERD members do not have to joint AAHPERD to attend. After attending this great event, however, I think most state members will want to be a part of the national organization.

The convention is an opportunity to gain knowledge from your colleagues from the 12 other SD states. Add to this the opportunity to meet in the new Virginia Beach convention facility and you have an unbeatable combination. If you have not seen this state of the art convention facility, you will be shocked. For those who can remember the old facility, there is no similarity except the location. We will be one of the first groups to use this center.

TIME: MARCH 1-5, 2006.

LOCATION: THE VIRGINIA BEACH CONVENTION CENTER

ONLINE REGISTRATION, a PAPER REGISTRATION FORM & the TENTATIVE SCHEDULE are located on the web:

Go to www.aahperd.org. On the AAHPERD homepage, click on "districts" and then "Southern." When you reach the Southern District home page, click on "Programs and Conferences"

HOTEL INFOREMATIION: DoubleTree
Be sure to mention the reservation code: ASD
Ph: 757/422-8900
Special rate: \$112.00

President-Elect Message

By Kerry J. Redican

This past July the VAPHERD President, President-elect Division Vice President-elects had the opportunity to attend the Southern District AAHPERD Leadership Conference in Virginia Beach. In addition to educating state association officers on the Southern District strategic plan, of which we play an important role, the conference provided VAHPERD leadership with two important opportunities: First, to examine the VAHPERD strategic plan and second, to listen and participate in informative sessions with important implications for VAHPERD. This message will highlight the VAHPERD strategic plan and the key points from two important presentations.

Often times, development of strategic plans wind up being just time-consuming exercises and the written final product winds up getting filed away and never used. The summer leadership conference provided us with an opportunity to revisit our 2005-2010 Strategic Plan. What we rediscovered in our examination was that our Goals were solid. Our strategic plan has six goals: to promote best practices within the fields we serve; to provide members with appropriate services; to provide information and support to groups and individuals who share our goals and mission; to develop marketing and promotion strategies; provide leadership mentoring to members of VAHPERD; and maintain a useful structure to the organization. When we inventory the work we do as VAHPERD members, it is clear that our activities are directly related to achieving our goals.

Professional involvement is a VAHPERD core value. One topic I found extremely helpful was the characterization of involving future professionals and young professionals. The presenter identified characteristics of professionals as (1) being active in their professions; (2) being active in their communities; (3) getting involved in local, state, and national associations and standing for office; (4) encouraging others; and (5) offering feedback and recognition. While we've heard these characteristics many times, it is good to be reminded and especially to ensure that our activities continue to provide a solid vehicle for the development and refinement of these characteristics, especially for our future and young professionals.

Fran Anthony Meyer made an excellent presentation entitled "United Forces to Make a Difference." In her presentation Fran emphasized that to make a difference we need to employ successful strategies that have been consistently validated in promoting change. These strategies included identifying what is keeping our state from being helath or arts promoting; an assessment of what has been done to promote change; an examination of what needs to be done to promote change; and using social marketing to promote change. I would like to see us use these principles unite forces and make a difference. This is a not a short term activity but an ongoing process that becomes a strategic component of VAHPERD activities.

VAHPERD is in a unique position to (1) provide an avenue for professional growth and development and (2) make a difference. Ownership for professional growth and development and making a difference is not just for VAHPERD officers but for all VAHPERD members. As such, I would like us continue the dialogue begun in Virginia Beach emphasize these two important concepts in both VAHPERD activities and in reaffirming the value of VAHPERD membership.

Journal Editors Remarks

By Dave Sallee

I hope this day finds you well and happy. My name is Dave Sallee. I am the new editor for the VAHPERD Virginia Journal. It is a position that I happy to undertake. First I would like to thank the former editor Tom Syre for his years of commitment and service to VAHPERD. His shoes will be hard to fill. I hope that I can continue improving the journal as Tom did in his tenure as editor.

I believe that the journal holds a critical place in the health of our organization. Along with the convention, it is our opportunity to reach out to one another and discuss our craft. We need to share our techniques, research, and insight so that our profession can grow and prosper. Margaret Fuller wrote "*If you have knowledge, let others light their candles at it*". The journal, communicator, and convention allow each of us the opportunity to do just that. We each have something that is uniquely our own. No one else has your insight. Write, speak, give, and allow other to grow from your wisdom. Together we have an enormous amount of knowledge that makes our profession strong and vibrant. We each have a responsible for the growth and development of those around us. Share your bounty and let our combined wisdom flourish

I learned that lesson long ago as an undergraduate student. I started my journey with Past President Beverly Johnson. Dr Johnson was my mentor at ODU. She instilled in me a love of teaching and a professional obligation in share my knowledge in any way that I could. My mentor at Radford University echoed that commitment. Past President Steve Ames help me to hone my craft and made me think deeply about commitment and what it means to be a professional. My mentor at Virginia Tech., current president elect Kerry Redican, gave me the opportunity to give back to my profession and showed me the road to success. There are many other people that I look up to including Gib Darden, Bev Zeakes, and Carl Stockton; all made major impacts in my life as they also made a significant difference in the path of our organization. My path is VAHPERD's path. I have grown under its mentorship. I hope that I can help other grow. I know that you the members of this organization can help as well. Please share all that you can by writing for the journal and the communicator and presenting at conventions. You are the rich blood of our profession. It is my please to serve you and my honor to walk in the footsteps of great professionals.



Executive Director's Comments

continued from page 2

(and Expenses) have been eliminated. If you attend the upcoming SDAHPERD/VAHPERD convention your association will do fine. It will be a little more expensive as registration is around \$95.00. The rooms are only 112 for a single or double. (see specific information elsewhere in this issue)

Our investments at Legg Mason are now a little over \$500,000. We have approximately \$50,000 that can be used in case of an emergency. Growth over the past years has ranged from 7 to 10 %.

Membership

We now have approximately 1200 members as of 10-15-05. This is simply not good enough. Our goal is to have 1500 members on a continual basis. Of the 1200 members 200 are students. Talk to your colleagues. Put a copy of this article and the membership form in their mail boxes. We need your help to increase our membership. This fall alone we have sent information in the form of the fall newsletter to every member, every public school, every private school, every jump for heart coordinator, every hoops for heart coordinator, and every university with a professional education program (some 4,000 copies). And our membership still is not what it should be. Fuss at your colleagues. Help them fill out the form...help them fill out their checkJ. It's your time to step up to bat and help your organization.

SDAAHPERD/VAHPERD Convention and Hard Times

From what I have heard from local school district teachers, support for you to attend the March 1-5, 2006 convention will be limited. Please don't let that scare you away. This may be your one chance in quite some time to see presentation of colleagues from Texas to Virginia (13 different states). The exhibits will be at least twice the size of our convention. Here are some penny pinching strategies:

1. Sleep 2 to 3 to 4 people in a room. You can easily get the cost per night down below \$50 a night.
2. Try to get your city or county to pay part of your expenses rather than all. Get requests in early. Submit your first request asking for everything. Then resubmit asking for what you think you can get. Talk to your supervisor as to what strategies would work best. You never know what you might get if you don't ask.
3. Bring some snacks and beverages so you don't have to buy things in the hotels and restaurants.
4. Eat cheap! Try to stay away from popular restaurants. Fast food for two days won't kill you.
5. Don't bring husbands, wives, kids and significant others as they represent an additional financial burden. (If on the other hand, you can get away with calling this a family vacation to Virginia Beach...in March...you can probably save money in a long run. But, boy will you have to be a fancy talker for that one J.)

Well, that's about it from the oval office. Have a great year and I will see you at Virginia Beach.

Jack Schiltz



**Southern District/Virginia HPERD
Convention
March 1 - 5, 2006
Virginia Beach, Virginia**



**W
e
i
r
e
O
v
e
r
M
a
r
g
i
n
e
r
i
n
g**

Wednesday

- ◆Pre-Convention Workshops (see page 3 for list)

Thursday

- ◆Concurrent Sessions (8 a.m. — 5 p.m. cont. Friday & Saturday)
 - ◆SD Representative Assembly
 - ◆SD First General Session
 - ◆Exhibits Gala
 - ◆Dance Kaleidoscope

Friday

- ◆ SD 2nd General Session
- SD & Virginia Past Presidents' Luncheon
- ◆College/University & State Socials
- ◆Friday Night Social - Virginia by the Sea

Saturday

- ◆Southern District Standing Committee Meetings
- ◆Southern District & Virginia Awards Luncheon
- ◆2007 Program Planning Meeting (Division & Council Officers)
- ◆Saturday Night Social - Denim and Diamonds

Look for the convention program in the upcoming Southern LINKS. Also check the website www.aahperd.org (Districts, Southern)



Southern District Calendar of Events:



| Event | Dates | Location |
|----------------------------|-------------------------|---------------------|
| 2005 Convention | March 1 – 5, 2005 | Little Rock, AR |
| 2005 Advocacy Workshop | March 2, 2005 | Little Rock, AR |
| 2005 Leadership Conference | June 8 – 11, 2005 | Virginia Beach, VA |
| 2006 Convention | March 1 – 6, 2006 | Virginia Beach, VA |
| 2006 Leadership Conference | August 4 – 5, 2006 | Chattanooga, TN |
| 2007 Convention | February 13- 19, 2007 | Chattanooga, TN |
| 2008 Convention | April 8 – 12, 2008 | Dallas/Ft. Worth TX |
| 2009 Convention | March 31- April 4, 2009 | Tampa, FL |

Convention Highlights



First General Session

"Motivational Humor: Making it Work for You!"

Humor plays a critical role in building relationships, helping groups reach consensus, understanding alternative viewpoints, dealing with stressful situations, and moving agendas forward. Paula Hudson Collins will share some of her successful strategies for dealing with critical educational and health-related issues.

"Being Highly Physical and Simultaneously Extremely Human"

Imaging a world where women lift men with similar strength and ease. Physicality and grace function side-by-side. Adrienne Clancy's unique movement qualities mesmerize students of all ages and varied audiences. Don't miss this unique dance performance!



Photo by Fernando Silva



Second General Session

"Educating the Whole Child: Student Health is Academic"

There is a life before and after "testing" of students. Years of research data in McComb Public Schools show that when school system decision-makers, administrators, teachers and other employees focus on and support the health and well-being of students, there is an impact on student achievement and behavior. Pat Cooper has led the campaign for excellence in his school system for the last nine years and has a powerful story to share.

Experience Virginia and Much More at the 2006 Southern District Convention

by Bob Davis

I recently visited the site of the 2006 Southern District convention and have become very excited about attending the **March 1-5** event. We will be one of the first groups to use the new convention center (see photo on page 4). Having been familiar with the old venue, I was less than thrilled with the prospect of Virginia Beach being the convention site. Boy did my opinion change. As I drove into Virginia Beach for the team visit of the site this past June, I saw the familiar domes of the old site. As I drove around the building on the way to the hotel, I quickly realized that not all was the same. Most of the old site has been raised and replaced with a magnificent structure. My exclamation upon viewing the front of the new site was "oh my!" Any resemblance between the old and the new is only due to some of the old building still being present. It is eclipsed, however, by the new, nearly all glass structure. While touring the inside, we found it to be as functional as it is beautiful.

Location, location, location is often used for real estate and it applies to the 2006 convention site. The structure I have been talking about is just across the parking lot from the convention hotel and not far from the beach. It will be an easy walk from the hotel, and shuttle buses will be available to take attendees to the many restaurants along the beach front. Being March, I don't believe it would be prudent to bring along your surfboard, however.

A positive convention experience, of course, is greatly dependent upon presentations and this venue effects those presentations. In Virginia Beach there will be no crowded rooms; high ceilings will allow for a variety of activities; and there will be plenty of room for exhibits as well as large group and small group sessions.

VAHPERD and the local planning committee look forward to seeing you in March 2006! Make your plans to attend.

Convention Highlights

Pre-Convention Workshops - Wednesday, March 1

(See Pre-registration form for times and fees)

Introduction to Physical Best & FITNESSGRAM

This half-day workshop provides an overview of the program principles, participation in sample activities and assessments, and a question/answer session. It is ideal for a school district considering implementation of Physical Best and FITNESSGRAM that wishes to provide teachers with an overview and introduction to the programs, prior to full-scale implementation of training and resources into the curriculum.

Health Division

"CATCH Me Learning To Be Healthy!"

Peter Cribb, University of Texas, Houston - Health Science Center; Haley Thomas

CATCH is an extraordinary coordinated school health program that builds an alliance of parents, teachers, nutrition personnel, and community partners to teach children and their families how to be healthy for a lifetime. This session will highlight the CATCH Classroom Component, which provides health educators and teachers with easy to implement, hands-on, and flexible lessons emphasizing healthy

The Adventure Approach to Teaching Health and Wellness

Daryl Essensa, Project Adventure, Inc.

This workshop is for health and physical educators interested in applying a dynamic, interactive approach to their health/wellness curricula. Participants will learn how to utilize adventure activities and experiential techniques to address national and state standards for health education as well as new ideas for augmenting current wellness programs.

Dance Division

"From Passionate Movement to Rich Responses"

The Dance Division proudly presents Adrienne Clancy, dancer/choreographer/director of Clancy-Works contemporary dance company and Dr. Marc Strauss, co-author of the award winning *The Dance Experience (2nd ed)* and professor, Southwest Missouri State University

Schedule

10:30 - 1:00 Adrienne Clancy's *Partnering into Performance: The Passionate Body* Workshop consists of classic and contemporary modern dance movement, pedagogy, creative insights and bold non-gendered partnering

1:00 - 1:30 Break

1:30 - 3:00 Marc Strauss's *Writing the Dance: Tools for Describing, Assessing and Enjoying the Dance Experience*

3:00 - 4:15 Marc Strauss's *Dance on the Screen: Created Worlds*

Physical Education Division

Walk for Life - WalkSmart! Active Schools

Featuring Robert Pangrazi*, Deb Pangrazi, & Aaron Beighle

A web-based application, WalkSmart! Active Schools will be shared with teachers. During this hands-on workshop, learn to check pedometers for accuracy, validity and proper placement. Lesson Plans using graphics and tables will be shared with participants. What a great way to monitor your students' physical activity.

*Robert Pangrazi, successful author and recognized expert on children's physical education programs and physical activity guidelines.

NCATE Initial PETE Standards Orientation & Electronic Report Preparation Workshop

NASPE is aware that the change to electronic portfolio format and all of the other procedural changes at NCATE related to submitting PETE program portfolios have caused concern and some apprehension in physical education teacher education departments. Attend this workshop to learn the latest information. **A minimum of 20 individuals must pre-register by February 1, 2006 or this session will be cancelled.**

General Division - History Council

Physical Activity in the Lives of African-American Women: Key Factors for Successful Programs

Sheila Ward, Norfolk State University, Sarah Price & Phyllis Dawkins

This session will chronicle the role and impact of various forms of physical activity in the lives of AA from its African roots to present day; explore physical activity in the form of work, sport, recreation, and the concept of disease prevention; and provide an in-depth perspective on key factors that will lay the foundation from which to build meaningful, successful, and enduring programs in AA communities.

100 Years of Black College Coaching: The True Pioneers 1890-1990 Joseph P. Ramsey II, Florida A&M University

For years, sport historians in America have documented contributions of early white coaching pioneers. Unfortunately, contributions of many black coaching pioneers during those early years are omitted or rarely mentioned in the literature. This session will chronicle the contributions of black coaches during the early years of 1890-1990.

Convention Highlights

Dance Division

New for this year: You asked for longer sessions and the Dance Division responded. Some 1-1/2 hour sessions on ballroom dance, dances of Veracruz, Alexander technique, intermediate ballet.

You asked for a balance of movement and theory sessions and the Dance Division responded. Dance history, stress reduction, NDA and you, Middle School PE, conditioning and fitness, Bollywood dance, Modern dance technique, Advanced placement courses for dance, Folk dance diversity, Physics of dance, warm-up, creativity, and rhythmic training.

Dance Division Recognition Luncheon Friday, March 3 1:00 - 2:30 pm

Keynote speaker: Wes Chapman, Artistic Director, Alabama Ballet, is former soloist with American Ballet Theatre. He was renowned for his elegant classical style and, in his nine year as director, has brought the Alabama Ballet to a fresh enthusiasm and technical purity. The Division celebrates the work and achievements of its stellar leaders, award recipients, new officers, and presenters. Contact person: Deborah Mauldin, Dance Division Vice President-Elect. Purchase your ticket with your convention pre-registration.

WD 40 Dance Party

Wednesday evening is always a time for a fun theme party, meet old friends and learn social dance moves with expert dancers and great teachers. A popular duet who are well-known for their exciting movements and compassionate teaching, Ron Akers and Gladys Keeton, present the annual WD-40 dance party, "Good Old Fashioned, never out of fashion, Rock 'n Roll."

Kaleidoscope Concert

Thursday, March 2 from 7:15—9:30 p.m.

An Evening of Dance Films

Films from American Dance Guild's Film Festival
Friday, March 3 7:00—9:00 p.m.

DOTS: Dance on the Spot

Informal performances on Thursday & Friday only
Contact: Melinda Blomquist, Performance Council
Chair Blomquist@panam.edu

Polar Workshop Featuring Beth Kirkpatrick Saturday, March 4 9:30 - 1:00

STAR TECH PE—Success Through Assessing and Reporting Using Technology Invented for Physical Education

This hands-on workshop will feature the use of hand-held computer loaded with the latest in physical education assessment software and heart rate monitors. Information covered will include the use of hand-helds, fitness testing software and the newest physical education report card, "PE Manager."

Recreation Division

Virginia Beach is the place to be if you are interested in recreation. The SDAAHPERD Convention Program will include sessions that address outdoor education, intramurals, self defense, recreation dancing, injuries and burnout in youth sports, geocaching, games from the past, new games, childhood string games and water aerobics. There is a session for everybody! Pack your bags and plan to have a great time at the beach and at the conference.

**Look on the Southern District Website
for more convention
details and a listing of the program
sessions!**

**www.aahperd.org/
Click on Southern District
Conferences and Programs**



Virginia Beach Convention Center

ACKNOWLEDGEMENT AWARD

Join Southern District members by honoring a colleague, outstanding professional or family member!

This award provides an opportunity to thank someone who has made a difference in your life or career. It can also be given to someone to show appreciation for his/her contribution to the profession. You may acknowledge a couple with one award (i.e., mother and father) or you may recognize several individuals with separate awards. Each award costs \$20.00 and the net proceeds go to support future professional activities during the convention. The award will be presented on Friday, March 3rd at the second general session of the convention. Please check the convention program for the time and location of the ceremony. An individual need not be in attendance to receive the award and it will be mailed to those individuals unable to attend. These awards are so special because they are given by members of Southern Districts who desire to recognize individuals who deserve a special "Thank You". Take the time and select someone today who is deserving of this important recognition.

Please complete the form below and mail it along with your payment (\$20.00 per award) to:

Donna Dunaway, PO Box 307, Arley, AL. 35541-0307

Please mail by **February 1, 2006**

Award to:

Name: _____

Address/City/State/Zip : _____

Email: _____

Words you would like to have printed on the certificate:

Acknowledged by: _____

Address/City/State/Zip: _____

Email: _____

Please feel free to copy this form in order to give several awards.

Need a Job? Have a Position? Check the Placement Center!

A full-service placement center will be available at this year's convention for those wishing to advertise a position as well as those seeking employment. If you have an opening you would like to advertise, bring 10 copies to the Placement Center. If you are looking for a job, bring copies of your resume. Check the Convention Program for more details regarding location and hours of operation. If you plan to take advantage of this service, contact Michael Maina at maina@roanoke.edu

Convention Hotel Information

Room Rate: \$112

DoubleTree Hotel
Virginia Beach, VA

Call 757-422-8900

DEADLINE: January 29, 2006

Be sure to use the reservation code: ASD

Planning a State or University Social?

Go to www.aahperd.org (click on Districts, Southern) and complete a form to request a non-program event such as a social, committee meeting or special event. Hotel/catering contact information will be sent upon receipt of your completed form. The deadline for all requests is November 10, 2005. Contact Vonnie Colvin colvinay@longwood.edu

Staff Development Credits/CEUs

Check the website for details about SDCs and CEUs for this convention www.aahperd.org (Districts, Southern)

Students with Autism in Physical Education

David G. Lorenzi, Indiana University of Pennsylvania

Gary E. Clark, Indiana University of Pennsylvania

Physical education teachers at all levels have the daily challenge of teaching students with a variety of ability levels and it is not uncommon for students with disabilities to be included in the general education program at many schools. The chances are that if you have not already worked with a child who has autism, at some time in the future you will, as it is one of the fastest growing categories of students receiving special education services in the United States public school system. The purpose of this article is to review basic information concerning autism and to give recommendations for instructing a child with autism in the physical education setting.

Definition and Description

Autism is considered to be a developmental disability because it usually manifests itself prior to the age of three. In North America, autism is one of five categories of disabilities that falls under the umbrella of Pervasive Developmental Disorders (PDD). In addition to autism, PDD includes Rett's Disorder, Childhood Disintegrative Disorder, Asperger's Disorder, and Pervasive Developmental Disorder-Not Otherwise Specified. Autism affects an estimated 2 to 22 per 1,000 people in the United States. Additionally, autism is about four times more common in boys than girls. Girls with the disorder, however, tend to have more severe symptoms and greater cognitive impairment. In 1991-1992, there were only 5,500 students identified with autism receiving special education services; in 1998-1999, approximately 55,000 students identified with autism received special education services in U.S. public schools (Council for Exceptional Children, 2001).

Characteristics

PDD represents an extremely heterogeneous group ranging from individuals with very mild impairments to those who are non-verbal, aggressive, and almost completely unresponsive to their environment (Reid & O'Connor, 2003). While each student with autism may display unique behaviors, there are some general characteristics that are common among individuals with autism. These characteristics may include intellectual disability, hyperactivity, impulsivity, aggression, self-injurious behaviors, sleep disturbances, and temper tantrums (Reid & Collier, 2002). Additionally, self-stimulating behaviors or stereotypic behaviors, and problems relating normally to other people and situations are also typical of young children with autism. Other characteristics may include significant developmental delays and comprehensive language disorders (Auxter, Pyfer, & Huettig, 2005). In a physical activity setting, students with autism may experience problems coping with a variety of auditory, visual, and tactile stimuli in wide-open spaces (O'Connor, French, & Henderson, 2000). Over sensitivity to stimuli may increase the incidence of stereotypical behaviors such as verbal outbursts, rocking, pacing, hand-flapping, or toe-walking. Additionally, students with autism may exhibit lower levels of fitness as compared to their non-disabled peers.

Potential Causes

Numerous theories have been hypothesized to explain the cause of this developmental disability, but the true etiology of autism has remained elusive. One of the challenges is the number of ways in which this disorder can manifest. Individuals with autism could have a wide range of sensory, motor, and higher cognition problems, while at the same time, individuals may be savants in areas such as math, art, and music. So, although autism is clinically well defined, it remains anomalous from an etiological view. Theories for potential causes include exposure to environmental toxins, including mercury poisoning in the form of vaccinations, genetic irregularities, neurological or brain dysfunction primarily in the cerebellum, or a possible cerebral-cerebellum disconnection.

Teaching Strategies

It is easy for physical education teachers to become overwhelmed when teaching students with autism. Although disagreement continues concerning the cause and clinical treatment for the disorder, physical educators need to develop the best instructional environment we can with the current information available. But there is no silver bullet, no simple answer for the best way to teach children with autism. To develop appropriate teaching strategies for students with autism, it is important to focus on the individual's unique skills and abilities. Also the goal of promoting health and fitness through physical activity should not change because a child has autism. Furthermore, it may be desirable to increase physical activity levels. It has been reported that following moderate aerobic activity autistic children may experience increases in attention span, on-task behavior, and level of correct responding (Rosenthal-Malek & Mitchell, 1977). Additionally, a physical activity program may reduce the incidence of inappropriate behaviors associated with autism.

In addition to the use of physical activity to improve health related fitness, and as a method for reducing the incidence of stereotypic behaviors associated with autism, there are other general recommendations for working with students with autism that should be implemented in a physical education setting. First and foremost is the establishment of a consistent routine. This includes consistency in everyday class routines, the way equipment is distributed, used, and collected, and transitions between activities. The teaching area should be structured to reduce distractions and other stimuli that may interfere with instruction and learning. Additionally, the teacher should provide short, concise, clear directions and watch for signs of frustration during activities. A consistent behavior management system will need to be established and employed. Often, the behavior management system that has been established by the classroom teacher can be used as needed in physical education with slight modifications.

In short, most activities typically included in a quality physical education curriculum would be appropriate for autistic students.

One area that does deserve special attention is some of the current brain research that is now being applied in the classroom. Research has shown that it is possible for human adults to grow new cells in the hippocampus area of the brain (Eriksson, Perfilieva, Bjork-Eriksson, 1998) and that rats who are physically active develop new neurons in the hippocampus area of the brain at a much faster rate than their sedentary genetically identical twins (Kemperman & Gage, 1999). Although this type of research seems very promising, direct implications for physical education and autistic individuals specifically is still untested. Humans can develop new brain cells but the exact function that these new cells can perform has not been documented. This research has been limited in humans by the fact that autopsy is still the best way to examine changes in the human brain. Whether this line of research will be shown to provide benefits for autistic individuals is yet to be determined. However, activities that show potential for enhancing neural growth in the brain are found in every quality physical education program.

Assessment Methods

The process of assessment should be incorporated into every physical education program. The presence of students with autism should not prevent this process from occurring. In fact, most children with autism will have an Individualized Education Plan (IEP), and the assessment process should have specific relevance. The specific developmental disability of autism may require that adaptations be made to the assessments used, however, regardless of whether being used in a traditional or adapted physical education setting, as professionals we need to ask ourselves if the methods we are using are appropriate. Assessment should be a process. It should not be a once a year activity that is completed for the sole purpose of giving a grade. A properly completed assessment should include components of measurement and evaluation, with measurement being the collection of information that can be used for decision-making, and evaluation being a value or worth that is placed on the measurement. It is important to note that items such as height, weight, leg length and other similar items are forms of measurement that are not true tests.

In order to set goals when developing an IEP, valid, objective, and reliable assessment methods need to be used. Before an assessment method can be chosen, you need to know what you want to assess. Fortunately much of this work is already done in the form of academic standards where teachers can identify content and concepts that students should know and/or be able to demonstrate. The assessment is needed to see if the student has acquired the concepts and principles that you, the teacher presented. If standards are not achieved the instructional method may need to be adapted. This should be the guiding principle for physical education in general and not just for adapted physical education.

There are many different assessment instruments that are relevant for testing students with autism. One assessment instrument that many educators are familiar with is the Fitnessgram (Cooper Institute for Aerobics Research, 1999) health-related fitness and activity assessment program for children aged 5 to 17. This assessment has test items for each component of health related fitness (cardio respiratory endurance, muscular strength

and endurance, flexibility, and body composition). Many people however are less familiar with the Brockport Physical Fitness Test (BPFT), (Winnick & Short, 1999), which is very similar to the Fitnessgram program but is a health-related criterion referenced test for youths aged 10 to 17 with physical and mental disabilities. The BPFT offers 27 test items, of which normally only 4-6 are required to assess health related fitness. Both Fitnessgram and BPFT measure components of health related fitness but more sensitive measures are required for assessment of motor abilities.

A well-established test used to measure motor ability is the Bruininks-Oseretsky Test of Motor Proficiency (BOT). The BOT has norms for gross and fine motor abilities for children ranging in age from 4 ½ to 14 ½. The BOT uses 46 items to measure coordination, response speed, visual motor control, dexterity, balance, agility, running speed, bilateral coordination, and strength (Bruininks, 1978). To effectively use the BOT some training would be beneficial and normally at least an hour is needed for administration. Another test with similarities to the BOT while being more practical and easier to administer is the Test of Gross Motor Development #2 (TGMD-2). The TGMD-2 assesses 12 of the most common locomotor, manipulative, and motor skills in children 3 to 11 years of age and has well-established validity and reliability characteristics. The TGMD-2 uses equipment that most physical educators already have, requires a minimal amount of training, and can be completed in approximately 15 to 20 minutes (Ulrich, 2000).

Summary

Every child deserves a quality physical education program. Many of the recommendations mentioned above are already present in a quality program and are applicable to all children regardless of ability level. When deciding on how to assess children in class, the method used will only be relevant if it is implemented properly. The assessment methods mentioned above could give valuable information to the physical education practitioner. The tests mentioned are for all children, not just individuals with autism. Whether or not the data collected will be relevant depends on how it is used. As previously mentioned, assessment is a process, not a culminating activity. The information gathered should be used to gauge whether instruction has been effective. After analyzing the effectiveness of the instruction, adaptations and adjustments to lessons should be made to help the student achieve success. Then the assessment should be redone periodically to measure progress and the whole process should start again.

The process of working with the individual, regardless of his/her ability level and/or disability status, and developing programs appropriate for each child is the key to improvement.

References

- Auxter, D., Pyfer, J., & Huettig, C. (2005). Principles and methods of adapted physical education and recreation (10th ed.), New York, NY: McGraw-Hill.
- Bruininks, R.H. (1978). Bruininks-Oseretsky Test of Motor Proficiency Examiner's Manual. American Guidance Service, Inc.
- Council for Exceptional Children. (2001). Where we are in special

continued on page 13

Legal Risks and Opportunities

DODGE BALL, WAR BALL, BOMBARDMENT OR A LAWSUIT IN WAITING?

Bonnie Mohnsen, Ph.D.

“Why do you play war ball?” *The kids love it!* “ALL the kids?” *Well, not all, but there are kids that really love it.* “What about the other kids?” *Well every kid won't enjoy everything and the kids that whine about being hit - I tell them to tough it up.* “What skills or knowledge are you teaching?” *Uh-dodging-trying not to get hit by the ball.* “This skill of dodging or moving away from a ball being thrown at you, in what sport does a person use this skill?” *Well, there isn't any, it is just for this game.* “Have you ever had a student injured?” *Oh sure, but it is usually just a few bruises. Last week, however, I did have a student knocked into the wall by the force of the ball and he knocked out a tooth. But so far I haven't heard anything from the parents. They know kids get hurt when they are playing.*

And, so goes the philosophical conversation regarding War Ball. Why? Because philosophy, by its very definition, means one's opinion - and, it is very difficult to try and change someone else's opinion - it has to come from within. But what is much more concrete is the law!

In the scenario above, do the parents/child have the right to sue the teacher over the child's injury? In order for the parents/child (plaintiff) to prove negligence, they must provide evidence of the following:

1. The teacher must have a responsibility to ensure the safety of the participant; this is implied in the teacher-student relationship.
2. The teacher must have violated this responsibility by either failing to perform a required duty (act of omission) or doing something that he or she should not have done (act of commission); requiring students to participate in a game where the risk of injury is “highly probable” is considered an act of commission.
3. An injury must have occurred while the student was under the care of the teacher; the student's tooth was knocked out during physical education.
4. The injury must be the result of the teacher's violating the responsibility for the safety of the student; the teacher required the student's participation.

An incident similar to the one described in the scenario formed the basis of a lawsuit in 1975 in Iowa. In *Fosselman vs Waterloo Community School District* (229 N. W. 2d 280), the plaintiff received multiple facial fractures as a result of his participation in the game of bombardment (War ball) during physical education. The plaintiff received his injuries when he charged the centerline to grab a ball and was struck in the face by an opponent's knee. The teacher did not see the accident happen.

The plaintiffs charged that the defendants were negligent in permitting the game to be played, in requiring the plaintiff to participate, and in their supervision of the class. The charge of negligence against the teacher for permitting the game to be played when he knew or should have known that it was dangerous and likely to cause injury was allowed to go to trial. In this case the jury found in favor of the teacher noting that no evidence was

introduced suggesting that increased supervision could have prevented the accident. However, it is plausible that the jury could have easily found in favor of the plaintiff. They could have justified their decision by noting that the risk of a collision and injury was foreseeable.

So, although our philosophies may differ, I think there is agreement that “we should do no harm.” Thus, considering the possibility of injury from dodge ball, war ball, and/or bombardment, along with the risk of a lawsuit, my opinion is that we shouldn't use kids as targets.

Works Consulted

Hart, J.E. and R.J. Ritson. 2002. *Liability and safety in physical education and sport*. Reston, VA: National Association for Sport and Physical Education.

Mohnsen, B.S. 2003. *Teaching middle school physical education*, 2nd edition. Champaign, IL: Human Kinetics.

Reprinted with permission from CAHPERD Journal September 2004, Volume 67, Number 1.

Autism continued from page 12

Eriksson PS, Perfilieva E, Bjork-Eriksson T et al (1998). Neurogenesis in the Adult

Human Hippocampus. *Nature Medicine* 4(11): 1313-7

Kempermann, G., & Gage, F.H. (1999). New nerve cells for the adult brain. *Scientific American*, 48-53.

National Institute of Child Health and Human Development. (2004). Autism Facts, National Institute of Health. www.nichd.nih.gov/autism.

O'Connor, J., French, R., & Henderson, H. (2000). Use of physical activity to improve behavior of children with autism – Two for one benefits. *Palaestra*, 16(3), 22-29.

Reid, G., & Collier, D. (2002). Motor behavior and the autism spectrum disorders- Introduction. *Palaestra*, 18 (4), 20-27;44.

Reid, G., & O'Connor, J. (2003). The autism spectrum disorders: Activity selection, assessment, and program organization-Part II. *Palaestra*, 19 (1), 20-27; 58.

Rosenthal-Malek, A., & Mitchell, S. (1977). Brief report: The effects of exercise on the self-stimulating behaviors and positive responding of adolescents with autism. *Journal of Autism and Developmental Disorders*, 27(2), 193-202.

Ulrich, D.A. (2000). Test of Gross Motor Development Examiner's Manual, Second Edition. Pro-Ed Publisher, Austin, Texas.

Winnick, J.P. & Short, F.X. (1999). The Brockport Physical Fitness Test Manual. Human Kinetics Publishers, Champaign, IL.

Reprinted with permission from the PSAHPERD Journal, Winter 2005

VAHPERD OFFICERS & DIRECTORS

2004-2005 and 2005-2006 DIRECTORY

as of 9-15-05

BOARD OF DIRECTORS

VAHPERD HOTLINE & FAX 800-918-9899

EXECUTIVE COMMITTEE

President

Judith Clark

237 Brooke Road, Falmouth, VA 22405

(540) 371-3763

judy.clark@cox.net

Winding Creek Elementary School

475 Winding Creek Road, Stafford, VA 22554

(540) 658-6400 FAX: (540) 658-6401

clarkjm@staffordschools.net

President-Elect

Dr. Kerry Redican

1000 Auburn Drive, Blacksburg, VA 24060

(540) 951-2430

Cell: (540) 449-8342

Virginia Tech, 206 WMH, Blacksburg, VA 24061

(540) 231-5743 FAX: (540) 231-9075

kredican@vt.edu

Past-President

Dr. Robert Davis

126 Westmoreland Street, Richmond, VA 23226

(804) 355-9682 Cell: (804) 307-1681

Virginia Commonwealth University, Department of HPE:

Teacher Education, 1015 West Main Street, Box 842020

Richmond, VA 23284-2020

(804) 827-9341 FAX (804) 828-1946

rgdavis@vcu.edu

Executive Director

Dr. Jack Schiltz

4012 Mill Manor Drive, Midlothian, VA 23112-700

(804) 639-6538

Virginia Commonwealth University, School of Education

1015 W. Main St., Box 842020, Richmond, VA 23284-2020

(804) 828-1948 FAX: (804) 828-1946

jschiltz@vcu.edu

DANCE DIVISION

Vice President

Pam Palmer

1638 Indian Rock Rd, Roanoke, VA 24014

(540) 427-0565 (540) 580-0650

remlapmap3@aol.com

GW Carver Elementary School

6 E 4th Street, Salem, VA 24153

(540) 387-2492 (540) 580-0650

ppalmer@salem.k12.va.us

Vice President Elect

Jeri Lloyd

307 Millbrook Terrace NE, Leesburg, VA 20176

jeri@ntelos.net

Loudoun County Public Schools, Dominion High School

21326 Augusta Drive, Sterling, VA 20164

jllloyd1@loudoun.k12.va.us

Past Vice President

Dr. Benita Brown

11707 Waterview Drive #403, Chester, VA 23831

(804) 748-7406

sankofa@comcast.net

Virginia State University, Box 9066, Petersburg, VA 23806

(804) 524-503 FAX (804) 524-5306

bbrown@vsu.edu

GENERAL DIVISION

Vice President

Dr. David Sallee

1475 Huron Ct., Harrisonburg, VA

(540) 574-0479

Bridgewater College

403 East College St., Bridgewater, VA 22801

(540) 828-5719

dsallee@bridgewater.edu

Vice President-Elect

Jack O'Donnell

St. Christopher's School

711 St. Christopher's Road, Richmond, VA 23226

(804) 285-5933

coachod@hotmail.com

St. Christopher's School, 711 St. Christopher's Road

(804) 282-3185-ext. 384 FAX: (804) 673-6632

odonnellj@stcva.org

Past Vice President Elect

Henry Castelvechi

4813 Timbernorth Trail, Midlothian, VA 23112

Pe4you@comcast.net

(804) 304-1768

Crestwood Elementary School

7600 Whittington Drive, Richmond, VA 23225

(804) 560-2710

FAX: (804) 320-8520

Henry_Castelvechi@ccpsnet.net

HEALTH DIVISION

Vice President

Andrew J Kanu

1806 Club Ridge Drive, Chester, VA 23836
(804) 530-2659

Virginia State University, HPER Dept.
Box 9066, Petersburg, VA 23806
(804) 524-5306
akanu@vsu.edu

Vice President Elect

Dr. Charlotte Guynes

11591 Country Line Road, Charlotte Court House, VA 23923
(434) 223-3412

cguynes@hovac.com
Lynchburg College, Dept. of Health Sciences and Human
Performance
1501 Lakeside Drive, Lynchburg, VA 24501
(434) 544-8644

Past Vice President

Kay Oldaker

4012 Mill Manor Drive, Midlothian, VA 23112
(804) 639-6538

agent307@vcu.org
Carver Middle School
3800 Cougar Trail, Chester, VA 23831
(804) 524-3620, ext 129 FAX: (804) 520-0189
kay_schultz@ccpsnet.net

PHYSICAL EDUCATION

Vice President

Sharon Welch

12007 Trossack Rd, Herndon, VA 20170
(703) 787-8512 (703) 861-8512

spe4me@cox.net
Seldens Landing
43345 Coton Commons Dr., Leesburg, VA 20176
(703) 779-8948 (703) 779-8953

Vice President-Elect

Vicki Miller

18 South Tow Path Lane, Richmond, VA 23221
(804) 359-7649 Cell: (804) 938-4330

Vbm01@comcast.net
Chesterfield County Public Schools
Instructional Development Center
2318 McRae Road, Richmond, VA 23831
(804) 560-2752
Victoria_miller@ccpsnet.net

Past Vice President

Susan Miller

3065 Mudpike Road, Christiansburg, VA 24073
(540) 382-3878 (540) 381-6530
Radford University, Box 6957, Radford, VA 24142
(540) 831-6572 FAX: (540) 831-6650
Smiller64@radford.edu

RECREATION DIVISION

Vice President

Mr. Jeff Armstrong

609 Brenda Road, Newport News, VA 23601
(757) 591-2278

Palmer Elementary School
100 Palmer Lane, Newport News, VA 23602
(757) 881-5000
Jeff.Armstrong@nn.k12.va.us

Vice President-Elect

Cetan Tameris

15710 Singletree Lane, Dumfries, VA 22026
(703) 670-7908 Cell: (703) 577-9632

Lorton Station Elementary
9298 Lewis Chapel Road, Lorton, VA 22079
(571) 642-6053
cetan.tameris@fcps.edu

Past Vice President

Ms. Charlotte Kelso

10378 Bermuda Lane, Manassas, VA 20109
(703) 361-0637

atcdoc56@verizon.net
Swanson Middle School
5800 N. Washington, Arlington, VA 22205
(703) 228-5500 FAX: (703) 536-2775

STUDENT REPRESENTATIVE

Student Representative

Rebecca Ann Snyder

442 Rio Road West, Charlottesville, VA 22901
Cell: (434) 962-6983 (434) 973-5936
rasnyder@longwood.edu

Alternate

Elizabeth O'Dell

915 Haden Lane, Crozet, VA 22932
elodell@longwood.edu
409 F Sunchase Boulevard, Farmville, VA 23901
Cell: (434) 962-6983

NON VOTING BOARD MEMBERS

Parliamentarian

Dr. Steve Ames

1530 Putter Lane, Christiansburg, VA 24073
(540) 382-5865
Radford University
Dept of Exercise, Sport, and Health Education
Box 6957, Radford, VA 24142
sames@radford.edu

OTHER PROFESSIONALS WHO MAY BE INVITED TO ATTEND BOARD MEETINGS

Virginia Journal Editor

Dr. David Sallee

1475 Huron Ct., Harrisonburg, VA
(540) 574-0479

Bridgewater College
403 East College St., Bridgewater, VA 22801
(540) 828-5719
dsallee@bridgewater.edu

Communicator Newsletter Editor

Henry Castelvecchi

4813 Timbernorth Tr., Midlothian, VA 23112
Cell: (804) 304-1768

pe4you@comcast.com
Crestwood Elementary School
7600 Whittington Drive, Richmond, VA 23225
(804) 560-2710
FAX: (804) 320-8520
Henry_Castelvecchi@ccpsnet.net

Convention Manager

Judy C. Johnson

1059 Empire Drive, Abingdon, VA 24210
(276) 619-5717 Cell: (276) 492-3372
jcjohnso@rocketmail.com

Student Section Advisor

Dr. Charlotte Guynes

11591 County Line Road, Charlotte Court House, VA 23923
(434) 223-3412
cguynes@hovac.com

Website Coordinator

Mr. Henry Castelvecchi

4813 Timbernorth Trail, Midlothian, VA 23112
Cell: (804) 304-1768
Pe4you@comcast.com
Crestwood Elementary School
7600 Whittington Drive, Richmond, VA 23225
(804) 560-2710
FAX: (804) 320-8520
Henry_castelvecchi@ccpsnet.net

Jump Rope For Heart

Ms. Kathy Gay

Box 283354, James River Road, Howardsville, VA 24562
(434) 286-4649
kathycgay@att.net

Hoops For Heart

Ms. Shay Bolen

2317 Farmers Market Drive, Woodlawn, VA 24381
(276) 236-8483
shastalou@rocketmail.com
Woodlawn School
745 Woodlawn Road, Woodlawn, VA 24381
(276) 236-993 (276) 728-3981
FAX: (276) 236-0345

SECTIONS**DANCE DIVISION SECTIONS****Dance Education Section**

Chair

Martha Peterson

614 Sonata Way, Silver Springs, MD 20901
(301) 68-6839 (571) 228-6392
queen_pete@hotmail.com

Jefferson Houston School for Arts and Academics
1510 Cameron St., Alexandria, VA 22314
(703) 706-4400 (571) 228-6392

Chair-Elect

Sakina Sawtelle

RR 1 Box 1105, Buckingham, VA 23921
(434) 969-2951

Past Chair

Cathy McKay

Box 143, Warm Springs, VA 24484
(540) 839-3413 Cell: (540) 460-7442
Chatty1cathy@yahoo.com

Dance Performance Section

Chair

Amanda Kinzer

6111 Rolfe Ave., Norfolk, VA 23508
(757) 200-7363

Old Dominion University
Hampton Blvd., Norfolk, VA 23529
(757) 683-3002
akinzer@odu.edu

Chair-Elect

Rodney Williams

6901 Marlowe Road, #814, Richmond, VA 23225
(804) 320-1895

Longwood University
201 High Street Farmville, VA 23909
(434) 395-2548
williamsrl@longwood.edu

Past Chair

Marie Whitten

580 Rio Rd. West, Charlottesville, VA 22901
(434) 973-8792 (434) 906-0067

Western Albemarle High School
5491 Rockfish Gap Turnpike, Crozet, VA 22932
(434) 823-8705 FAX (434) 823-8712
mwhitten@albemarle.org

GENERAL DIVISION SECTIONS

City/County Supervisors Section

Chair

Thomas Rhodes

249 Barcelona Drive, Chesapeake, VA 23322
(757) 436-4598 Cell: (757) 681-3640
rhodetwa@cps.k12.va.us
Chesapeake Public Schools
304 Cedar Road, Chesapeake, VA 23322
(757) 547-0153 FAX: (757) 547-1346
rhodetwa@cps.k12.va.us

Chair-Elect

Lynne Bennett

9252 Oak River Drive, Petersburg, VA 23803
(804)590-2058
Pager: (804)861-7037
Chesterfield County Public Schools
Instructional Development Center
2318 McRae Road, Richmond, VA 23831
(804) 560-2757 FAX: (804) 560-9187
lynne_Bennett@ccpsnet.net

Past Chair

Ms. Regina Kirk

54 Ponderosa Lane, Palmyra, VA 22963
(434) 589-3159__
Albemarle County Schools
401 McIntire Road, Rm 333, Charlottesville, VA 22902
(434) 296-5820 FAX: (434) 296-5869
rkirk@albemarle.org

College/University Chairs Section

Chair Open

Chair-Elect Open

Past Chair Open

Girls & Women's Sports Section

Chair

Amanda Stewart

2132 Ivy Road, Charlottesville, VA 22903

Chair-Elect Open

Past Chair Open__

Men/Boys' Athletics Section

Chair

Rodney Gaines

370 S Military Hwy Apt. J, Norfolk, VA 23502
(757) 466-2851 (757) 823-9412
FAX (757) 749-4229
muslegaines@aol.com
Norfolk State Univ. Dept of Health, PE, Exercise Science
700 Park Ave., Norfolk, VA 23502
(757) 823-8055 FAX (757) 823-9412
(757) 749-4229
rogaines@nsu.edu

Chair-Elect Open

Past Chair

Richard Stratton

258 Horseshoe Farm Rd., Pembroke, VA 24136
(540) 626-7894 (540) 626-7732
FAX: (540) 392-7984____
Department of Teaching and Learning (0313)
Virginia Tech, Blacksburg, VA 24061
(540) 231-5617 FAX: (540) 231-9075
rstratto@vt.edu

Research Section

Chair Open

Chair-Elect

Melissa Grim

5513 Stuart St., Dublin, VA 24084
(540) 674-5592
Radford University, Box 6957, Radford, VA 24142
(540) 831-5480 FAX: (540) 831-6650
mlgrim@radford.edu

Past Chair

Jon Poole

501 Southgate Drive, Blacksburg, VA 24060
(540) 961-0699
Radford University, Dept. of Exercise, Sport, and Health
Education, Box 6957, Radford, VA 24142
(540) 831-5305 FAX: (540) 831-6650
jpoole@radford.edu

Retirees/Past President's Section

Chair Open

Chair-Elect Open

Past Chair Open__

Sport Management Section

Chair

Monica Pazmino-Cevallos

1224 Second St., Radford, VA 24141
(540) 731-3399 (732) 619-7645
Radford University, RU Box 6957, Radford, VA 24142
(540) 831-5181
mpazminoc@radford.edu

Chair-Elect Open

Past Chair

Reginald F. Overton

14018 Fairwood Road, Petersburg, VA 23805-7827
(804) 733-1034
reggie_overton@yahoo.com
Virginia State University, Dept. of Health, Physical
Education and Sport Management
202-A Daniel Gym, Ettrick, VA 23806
roverton@vsu.edu

HEALTH DIVISION SECTIONS

School Health Section

Chair

Deanna Castelvechi

4813 Timbernorth Trail, Midlothian, VA 23112

(804) 744-6246

iluv2teachpe@comcast.net

Falling Creek Middle School

4725 Hopkins Road, Richmond, VA

804-743-3640

Deanna_castelvechi@ccpsnet.net

Chair-Elect

David Hunt

2028 Montigue Drive, Richmond, VA 23235

(804) 272-0999

Manchester Middle School

7401 Hull Street Road, Richmond, VA 23235

(804) 674-1385

m_hunt@ccpsnet.net

Past Chair

Tom Nadeau

5109 Fairlake Lane, Glen Allen, VA 23060

Cell: (804) 363-1345 (804) 562-0551

Lwcpe2002@hotmail.com

Moody Middle School

7800 Woodman Road, Richmond, VA 23228

(804) 261-5015 FAX: (804) 261-5024

tnadeau@henrico.k12.va.us

College and University Health

Chair

Brenda Malinauskas

14018 Fairwood Road, Petersburg, VA 23805-7827

(804) 733-1034 Cell: (804) 898-0254

bmalinauskas@yahoo.com

malinauskasb@mail.ecu.edu

Chair-Elect

Luanne Norden

13456 Elevation Lane, Herndon, VA 20171

George Mason University

10900 University Boulevard, Manassas, VA 20110

(703) 993-2032 FAX: (703) 993-2025

lnorden@gmu.edu

Past Chair

Joann Richardson

Virginia Commonwealth University

817 W. Franklin St., Box 842037

Richmond, VA 23284-2037

FAX: 804-828-1946 804-828-1948

jtrichar@vcu.edu

Community and Worksite Health Section

Chair

Faye Jackson

133 Inland View Drive, Newport News, VA 23603

(757) 887-0565 Cell: (757) 869-6112

frjackson@aol.com

Chair-Elect

Lisa Rucker

11305 Trenton Court, Bristow, VA 20136

(703) 393-8738

varucker@aol.com

Battlefield High School

1500 Graduation Drive, Haymarket, VA 20169

(571) 261-4549

ruckerlw@pwcs.edu

Past Chair

Warren Pruett

9601 Waterfall Cove Drive

Chesterfield, VA 23832

(804) 790-1255 Cell: (804) 305-7416

Matoaca High School

17700 Longhouse Lane, Chesterfield, VA 23838

(804) 590-3108 FAX: (804) 590-3022

Warren_pruett@ccpsnet.net

PHYSICAL EDUCATION DIVISION SECTIONS

Adapted Section

Chair

Kellie Cochran

2052 Lake Audubon Ct., Reston, VA 20191

(703) 476-9228 (703) 597-5688

kelruns@aol.com

Fairfax County Public Schools

(703) 204-4036

Chair-Elect

Chrissey Alworth

202 Woodroof Road, Newport News, VA 23606

(757) 223-7635 Cell: (757) 675-9290

bobalworth@worldshare.net

New Horizons Center for Autism

1501 Kiln Creek Parkway, Newport News, VA 23602

(757) 369-2581 ext. 215

cblanchard@wl.nhgs.tec.va.us

Past Chair

Mr. Jason S. Johnson

131 Leslie Lane Yorktown, VA 23693

(434) 295-2948

Cell: (757) 593-8505

jsjjunior@aol.com

Little Keswick School

500 Little Keswick Lane, Keswick, VA 22947

(434) 295-2948 FAX: (804) 364-0848

College Section

Chair

Lenora Armstrong

1809 Olde Buckingham Rd., Hampton, VA 23669

(757) 851-6137 (757) 823-9412

Fax(757) 870- 1461

larm2001@aol.com

Norfolk State University, 700 Park Ave., Norfolk, VA 23504

(757) 823-2513

larmstrong@nsu.edu

Chair-Elect

Cynthia Edmunds

6290 Aston Lane, Boones Mill, VA 24065

(540) 772-0908 Cell: (540) 556-4262

Roanoke College, 221 College Lane, Salem, VA 24153

(540) 375-2595

Edmunds@roanoke.edu

Past Chair

Dr. Linda Gagen

1160 W. Ocean View Ave, Unit A, Norfolk, VA 23503

(757) 480-2807 Cell: (757) 754-8001

Old Dominion University, Dept. of Exercise Science, Sport,
Physical Education, and Recreation

Norfolk, VA 23520-0196

(757) 683-3545 FAX: (757) 683-4270

lgagen@odu.edu

Elementary Physical Education Section

Chair

Patty Rohr

20977 Deer Run Way, Ashburn, VA 20147

(703) 729-7846 Cell: (703) 731-9579

prohr@adelphia.net

Cedar Lane Elementary School

43700 Tolamac Dr., Ashburn, VA 20147

(703) 771-6515 FAX (703) 771-6521

Chair-Elect

Eric Turrill

686 Woodland Ave., Winchester, VA 22601

(540) 662-7106 FAX: (540) 667-8148

Cell: (304) 260-8530

Round Hill Elementary

17115 Evening Star Drive, Round Hill, VA 20141

(540) 338-6830 FAX: (540) 338-3834

eturrill@loudoun.k12.va.us

Past Chair

Anne McCoy

4812 Morro Blvd., Portsmouth, VA 23703

(757) 638-9835 FAX: (757) 638-9835

Cell: (757) 724-8595

hperulzs@cox.net

5505 Godwin Blvd., Suffolk, VA 23434

(757) 925-5505 FAX: (757) 925-5622

Annmc coy@sps.k12.va.us

Middle School Section

Chair

Kelly Outlaw

166 Outlaw Ln., Suffolk, VA 23435

(757) 538-2681 (757) 472-3631

Dozier Middle School

432 Industrial Park Drive, Newport News, VA 23608

(757) 888-3300

FAX: (757) 887-3662

Kelly.outlaw@nn.k12.va.us

Chair-Elect

Nathan Sharp

255 James River DriveNewport News, VA 23601

(757) 303-3946

Tabb Middle School, Yorktown, VA

nsharp@yocsd.yori.va.us

Past Chair

Patricia Skaggs

412 Merrimac Trail, Apt. 1, Williamsburg, VA 23185

(757) 865-2233

Dozier Middle School

432 Industrial Park Drive, Newport News, VA 23608

(757) 888-3300

FAX: (757) 887-3662

Patricia.skaggs@nn.k12.va.us

Secondary Physical Education Section

Chair

David Abbott

3006 Delaware Crossing, Virginia Beach, VA 23456

(757) 468-6423

(757) 468-6423

FAX (757) 288-3853

davidwabbott@msn.com

Norview High School, 1080 Middleton Place, Norfolk, VA

(757) 852-4500

Chair-Elect

Dave Larson

9801 Luck Penny Court, Bristow, VA 2036

(703) 257-5786

Cell: (571) 223-1526

Osborn High School

9005 Tudor Lane, Manassas, VA 20110

(703) 257-8500

FAX: (703) 257-8515

dlarson@manassas.k12.va.us

Past Chair

Stephanie Ross

433-2 Lester Road, Newport News, VA 23601

(757) 599-1958

Cell: (757) 508-6396

Sross134@aol.com

Enterprise Academy

813 Diligence Drive, Suite 110, Newport News, VA 23605

(757) 591-4589

stephanie3.ross@nn.k12.va.us

RECREATION DIVISION SECTIONS

Aquatics Section

Chair

Amanda Pitts

1007 Stonewood Dr., Charlottesville, VA 22911

(434) 531-7535

University of Virginia, Aquatics and Fitness Center

450 Whitehead Rd., PO Box 400317

Charlottesville, VA 22904

(434) 924-0713

ajpitts@virginia.edu

Chair-Elect

Janet Kennedy

2768 Fergusson Circle, Fort Eustis, VA 23604

(757) 888-2569

Cell: (757) 927-0570

Kennedy28@cox.net

South Morrison Elementary

746 Adams Drive, Newport News, VA

(757) 591-4792

janet.kennedy@nn.k12.va.us

Past Chair

Jan Seaman

2286 Dosinia Court, Reston, VA 20191

(703) 860-1242

Cell: (703) 220-3012

AAHPERD, 1900 Association Drive

(703) 476-343

FAX: (703) 476-9527

jseaman@aahperd.org

Outdoor Recreation Section

Chair

Susan McAuliffe

455 Bryson Ct., Newport News, VA 23608

(757) 874-1910

Cell: (757) 570-1332

Denbeigh High School

(757) 886-7700

susan.mcauliffe@nn.k12.va.us

Chair-Elect

Tracy Kenney

533 Mill Street, Norfolk, VA 23507

(757) 650-0080

The Williams School

419 Colonial Ave., Norfolk, VA 23507

(757) 627-1383 ext. 20

tkenney@tws.pvt.k12.va.us

Past Chair

Donna Schirmer

6239 Beverleys Mill Road, Broad Run, VA 20137

(540) 341-7840

teachandbleach@ctwisps.net

PB Smith Elementary School

6176 Dumfries Road, Warrenton, VA 20187

(540) 347-6150

dschirmer@fcps1.org

Intramural Section

Chair

Tracy Tiernan

5625 Fillmore Ave., Alexandria, VA 22311

(571) 277-1173

Mount Vernon Community School

2601 Commonwealth Ave., Alexandria, VA 22305

(703) 706-4460

ttiernan@acps.k12.va.us

Chair-Elect

Jeffrey M. Hartman

28 Haversack Road, Palmyra, VA 22963

University of Virginia, Slaughter Recreation Center Aquatics/

Fitness Center, Box 400317, 450 Whitehead Road,

Charlottesville, VA 22904-4317

(434) 982-5105

FAX: (434) 924-3858

Jmh5p@virginia.edu

Past Chair

Anastasia Loyco

4914 S. 29th Road #A1, Arlington, VA 22206

(703) 379-1248

Cell: (703) 618-6857

Samuel W. Tucker Elementary School

435 Ferdinand Day Drive, Alexandria, VA 22312

(703) 933-6300

Anastasia.loyco@acps.k12.va.us

VAHPERD is looking for a new executive director.

The Executive Director is a paid employee with an expense account, as approved and budgeted by the Board of Directors.

The position is a three-year commitment.

The qualifications for the position include

1. An academic degree and work experience in at least one discipline area within the VAHPERD profession.
2. Membership in VAHPERD for a minimum of eight years
3. Membership in AAHPERD
4. Management experience
5. Budgeting experience
6. Public relation/promotional experience
7. Good interpersonal skills
8. Desire to travel and speak to groups
9. Ability to store and process all VAHPERD information

Please contact Judy Clark (judy.clark@cox.net) for further information or application procedures.

NCLB: the Next Step in the Diminishment of Physical Education and Health

Aaron D. Filbrun

J. Sue Fletcher

Abstract

The purpose of this article is to examine the effect the No Child Left Behind Act of 2002 is having and will have on physical education. Math and reading requirements put forth by NCLB, along with nation wide budget cuts in education, are forcing administrators to diminish the time and resources available to nonessential subjects such as physical and health education. Unfortunately, the ever-increasing obesity crisis in America necessitates the inclusion of effective, well-funded physical education and health programs to help educate today's youth about the physical, emotional, and mental problems associated with poor health and inactivity.

On January 8, 2002, President George W. Bush signed into law the No Child Left Behind (NCLB) Act, the most recent reauthorization of the Elementary and Secondary Education Act (ESEA). On this historic date, with the stroke of a pen, the federal government's role in elementary and secondary public education transformed from being primarily focused on providing supplemental funds to being a major factor in the development of K-12 curriculum and instruction (Bloomfield & Cooper, 2003). According to this legislation, public K-12 schools would be required to make adequate yearly progress (AYP), bring all students' academic performance to grade-level proficiency (by the year 2014), and ensure that all teachers are highly qualified (Council of Chief State School Officers, 2003). At first glance these newest requirements may appear to be both rigorous and potentially effective, but what side effects can be expected with this sweeping legislation? Will NCLB only lead to an ever-increasing focus on "core" subject achievement at the exclusion and de-emphasis of other important subjects such as physical education and health? What are the potential drawbacks of NCLB, specifically related to physical education and health?

The culmination of over 40 years of changing scenery, NCLB introduces a newfound focus on accountability in public education. Under NCLB regulations, all students must be tested during grades 3-8, 10, and 12 in math and reading. (Bloomfield & Cooper, 2003). The goal-to require states to adopt a specific approach to accountability and testing that will create higher achievement for all children (Center on Education Policy, 2002). According to the NCLB Act, states are required to "ensure that migrant students, disabled students, and students from all major racial, ethnic, and income groups" reach academic proficiency benchmarks by 2014 (Center on Education Policy, 2002). Schools will also be required to demonstrate that their students are making adequate yearly progress (AYP) in math and reading. The teeth of this legislation is the ability of the federal government to remove funding, reorganize, or close schools that do not meet the minimum requirements for AYP.

Thus, more than ever before, teachers and administrators are being encouraged to improve test scores-or else. Does such a focus on standardized testing lead to improved education? To answer this question one must only look across the Atlantic to

the British educational system that during the last part of the 20th century enacted educational reform similar in scope and design to the NCLB of today. What are the early indications? According to a survey completed by the Sports and Physical Education Network (SPEN), government pressures on children to perform academically hindered student physical development (Hyland, 1999). Furthermore, the survey revealed that because of the government emphasis on literacy and numeracy targets (math and reacting), cuts to physical education and other "non-essential" subjects occurred.

Are these cuts that happened in England destined to reappear in the United States? In a recent study of principals conducted by the Council for Basic Education it was found that the narrowing of the curriculum (Dobbs, 2004; Mathis, 2003) and the diverting of time and resources away from other subjects was resulting from the government emphasis on reading and math (Council for Basic Education, 2004). A third of the principals surveyed reported a loss of instructional time for the arts, while further cuts in arts education were anticipated by 42% of respondents (Council for Basic Education, 2004).

Thus, for all arts educators across this nation the most disturbing aspect of the NCLB Act is not the fact that students will be held accountable, but rather, that arts education (art, music, physical education, etc.) was not even hinted about in the legislation. In a recent Phi Delta Kappa/Gallup poll of the public's attitudes toward public schools, the public was asked how concerned they were that relying on testing for English and math only to judge a school's performance would mean less emphasis on art, music, history, and other subjects. Eighty-two percent of public school parents were concerned either a great deal (45%) or a fair amount (37%) that such a reliance on testing would mean less emphasis on the arts (Rose & Gallup, 2003). This points to a strong amount of public concern regarding the effects that central focused curriculum may have on the education of the whole student. According to some, while this law does not directly require schools to make cuts to physical education and health, it does encourage administrators to neglect subjects that are not mentioned in NCLB (Sealy, 2003). In Brazosport, Texas administrators are doing just this. Seemingly effective on the face of things, the Brazosport system monitors student progress in tested areas toward clearly defined goals. Unfortunately, students who fail to show such progress (by failing to answer at least two of four questions correctly on a mini-test) must skip physical education or health class to attend a remedial class (Dobbs, 2004). Thus, it is apparent that the omission of arts education in the letter of the law may lead to diminished time and resources for non-core or *nonessential* subjects such as physical education and health (Physical Education and Health Education Professionals, 2004).

For some this loss of arts education or *non-essential* subject material is just a necessary side effect of better reading and math scores for our children. After all, is it not more important that a student learns to read than to be physically active? The problem

with this argument is that it is like being simultaneously diagnosed with cancer and heart disease, and having the doctor just treat the cancer. While one may not die from the cancer, one may die from the heart disease. This is the issue that faces America's education system today. NCLB encourages administrators and students to focus all energy and resources on improvement in math and reading but fails to address other very important needs of the child, such as, social, mental, and physical health.

Take obesity and inactivity for example. There is a steady growth of obesity and inactivity in the United States, one that could have detrimental effects on our children and our future. According to the American Obesity Association (AOA), Obesity is the second leading cause of avoidable death in America, and is on pace to pass smoking as the leading cause of avoidable death by next year (Obesity in the U.S., 2002). Further, in a study by the Centers for Disease Control and Prevention (CDC) it was estimated that almost two-thirds (61 %) of Americans are considered overweight and over one-quarter of our population (27%) are obese (Irwin, Symons, & Kerr, 2003). This compared to statistics from the U.S. Department of Health and Human Services from 1980 in which only 32% of Americans were considered overweight and only 15% were obese (Irwin et al, 2003). The CDC also found that about 14% of young people report no recent physical activity and only 19% of high school students are physically active for greater than 20 minutes, five days a week, in physical education classes (Adolescents and young adults, 1999). Also, the numbers for childhood obesity have changed dramatically over the past 40 years. During the 1960's the National Health Examination Survey (NHES) was given to children and confirmed that with children (ages 6-11) only 4% were overweight and with adolescents (ages 12-19) only 5% were overweight (Irwin et al, 2003). Compare these numbers to those found in 2000, in which the number of overweight children (ages 6-11) rose to 15.3% and adolescents (ages 12-19) rose to 15.5% (Irwin et al, 2003). These numbers point to an alarming growth in obesity amongst our youth that, according to research, will increase their chances of physical disease and disability (Bray, 2000) and will follow them throughout the remainder of their lives (Murray, 2001). Research has shown that being overweight during childhood and adolescence is related to an increase in morbidity and mortality in later life (Obesity in Youth, 2002), specifically manifested in a higher risk for hypertension, high cholesterol, diabetes, heart disease, and stroke (Sweeney, 2001). Compound these physical complications from excessive weight with social and psychological problems that can occur amongst overweight individuals (Irwin et al, 2003) and one can see that obesity is at epidemic proportions in America.

So what is the educational system doing to help children become more active and healthy, so that these obesity numbers will fall? Via the NCLB the federal government is increasing the requirements for math and reading and de-emphasizing the need for physical education and health. Since the advent of television, video games, and Internet service children across the country have become less and less active at home. Thus, effective physical and health education is needed for lifelong health and wellness more than ever. Quality physical education programs should be an integral part of the total education of every child in K-12 (Why Children Need Physical Education, nd). Such programs increase

the physical competence, health related fitness, self-responsibility, and enjoyment of physical activity for all students (Why Children Need Physical Education, nd). Such programs also give students an outlet for stress and help reduce the risk of disease. According to a report on physical activity and health compiled by the Surgeon General, moderate physical activity has significant health benefits that include a reduction in the risks of premature mortality, coronary heart disease, hypertension, colon cancer, diabetes and an improvement in mental health, including an apparent reduction in depression, and anxiety (Physical Activity and Health, 1999). Unfortunately, the report also documents the fact that nearly half of American youths (aged 12-21) are not vigorously active on a regular basis and that the daily enrollment in physical education classes has decreased among high school students from 42% in 1991 to 25% in 1995 (Physical Activity and Health, 1999).

The research demonstrates the benefits of physical activity and expresses the necessity for effective physical and health education programs throughout the childhood and adolescent years. Unfortunately, with the advent of the NCLB Act the chances that students of the future will be involved in a well funded, well developed physical and health education curriculum are diminishing with each passing day. If all indications remain the same, due to provisions and sanctions of the NCLB Act, American administrators, teachers, and students of the next decade will be required to focus their attentions and resources more on nationally tested subject areas like math, reading, and science and less on arts education. The result of such a behavior could change forever the type of students K12 public education produces and be detrimental to the health and well being of America's children. The potential loss of arts education and the overemphasis on a narrow curriculum design will create students who may be able to read and do math but who are unable to express themselves creatively or intuitively. As Alec Bourne so eloquently put it, "It is possible to store the mind with a million facts and still be entirely uneducated".

REFERENCES

- Adolescents and young adults. (1999). *National center for Chronic Disease Prevention and Health Promotion*. Retrieved May 5, 2004 from the World Wide Web: <http://www.cdc.gov/nccdphp/sgr/adoles.htm>.
- Bloomfield, D.C., & Copper, B.C. (2003). NCLB: a new role for the federal government: an overview of the most sweeping federal education law since 1965. *Technological Horizons in Education Journal*, 30 (10), p 6-10.
- Bray, G.A. (2000). Overweight, mortality, and morbidity. In C. Bouchard (Ed.), *Physical Activity and Obesity* (pp.31-53). Champaign, IL: Human Kinetics.
- Center on Education Policy. (2002). A new federal role in education. Retrieved March 22, 2004 from the World Wide Web: <http://www.ctredpol.org/nclb/>.
- Council for Basic Education. (2004). Academic atrophy: The condition of the liberal arts in America's public schools. Retrieved April 10, 2004 from the World Wide Web: http://www.c-b-e.org/PDF/cbe_principal_Report.pdf.
- Council of Chief State School Officers. (2003). The no child left behind act. Retrieved March 22, 2004 from the World Wide Web: <http://www.ccsso.org/content/pdfs/NCLBSummaryFunding.pdf>

- Dobbs, M. (2004, April 22). No child law leaves schools' old ways behind. *The Washington Post*. pp. A01. Hyland, J. (1999). Physical education cuts in Britain threaten children's health. Retrieved, May 5, 2004 from the World Wide Web: http://www.wsws.org/articles/1999/aug_1999/educ-a2_7.shtml.
- Irwin, C.C, Symons, C.W., & Kerr, D.L. (2003). The dilemmas of obesity: how can physical educators help? *The Journal of Physical Education, Recreation, & Dance*, 74 (6), pp. 33-43.
- Mathis, W. (2003). No child left behind: Costs and benefits. *Phi Delta Kappan*, pp.679-686.
- Murray, B. (2001, December). Fast food culture serves up super-size Americans. *Monitor on Psychology*, 32 (11). Retrieved May 5, 2004, from the World Wide Web: <http://www.apa.org/monitor/dec01/fastfood.html>.
- Obesity in the U.S. (2002). *American Obesity Association*. Retrieved April 10, 2004 from the World Wide Web: http://www.obesity.org/subs/fastfacts/obesity_US.shtml.
- Obesity in Youth. (2002). *American Obesity Association*. Retrieved April 10, 2004 from the World Wide Web: http://www.obesity.org/subs/fastfacts/obesity_youth.shtml.
- Physical Activity and Health: A Report of the Surgeon General. Retrieved April May 5, 2004 from the World Wide Web: <http://www.cdc.gov/nccdphp/sgr/pdf/execsumm.pdf>.
- Physical Education and Health Education Professionals from across the country address No Child Left Behind. (2004). Retrieved May 5, 2004 from the World Wide Web: http://www.aahperd.org/aahperd/template.cfm?template=pr_022504.html.
- Rose, L. & Gallup, A. (2003). The 35th annual phi delta kappa/gallup poll of the public's attitudes toward the public schools. *Phi Delta Kappa*, pp. 41-56.
- Sealy, G. (2003). Just the three R's? Retrieved May 5, 2004 from the World Wide Web: <http://abcnews.go.com/sections/us/WorldNewsTonight/threers030825.html>.
- Sweeney, R. & Neff, M. (2001,). Report stresses need for physical education programs in schools. *American Family Physician*. Retrieved March 22, 2004 from the World Wide Web: http://www.findarticles.com/cf_dls/m3225/10_64/80099760/p1/article.jhtml.
- Why Children Need Physical Education. Retrieved March 22, 2004 from the World Wide Web: <http://www.aahperd.org/naspe/template.cfm?template=childrenPe.html>.

Reprinted with permissions from the CAHPERD Journal, Spring 2005, Volume 67, Number 4.

Fund-Raising Tips for Sports Management Students and Practitioners

Leon Wright Bey, Virginia State University

Sport management practitioners often engage in a variety of fund-raising activities. They are expected to generate external revenue from a variety of sources and nurture long-lasting relationships. Many times, the viability of certain programs in the sport management field rests primarily upon the success of relevant fund-raising campaigns.

Securing contributions from corporations, small businesses, and other entities can be a daunting task, particularly for novice fund-raisers. Listed below are some practical tips that may be of benefit to students and others:

1. Be familiar with all relevant policies and guidelines. In addition, acquire a thorough knowledge of your product or service so that you will be able to answer questions and provide key information.
2. Get a clear understanding of the overall goal(s), the target market, and the extent to which you are allowed to negotiate with donors.
3. Conduct research on all prospects to determine their interests, needs, and giving potential. This should be done prior to making an official request.
4. Customize your "pitch" for each prospective donor. Although you may have some type of boilerplate framework, tailor your presentation to fit the specific profile of each prospect. The initial focus should be on what you and your organization can do for your prospect, and not the other way around.
5. Practice your pitch until you are comfortable enough to deliver it in formal or informal settings. A great number of deals can be made "away from the office" if you do not have to rely upon your notes.
6. Maintain good records on all transactions. Keep copies of all germane documents so that you can be certain to fulfill any contractual obligations and stay away from any legal problems.
7. Express your gratitude via "thank-you" letters, e-mail messages, phone calls, and the like. Following-up in this regard will demonstrate your sincerity and provide a stronger opportunity to maintain ongoing relationships.
8. Network every chance you get. Networking with colleagues, new acquaintances, alumni, and many other constituents is one of the most important aspects of fund-raising. Many times, your network of associates will enable you to reach prospects that will ignore "cold calls," direct mail campaigns, and other such activities.
9. Don't waste time trying to convince someone to become a contributor after it becomes clear that the prospect is not interested. Moving on to the next person or company on your list is a far better way to manage your time.
10. Do the best that you can to present yourself in a positive manner. Be courteous, very enthusiastic, and dress in conducive attire. If you are excited about your product or service, your chances of convincing others to contribute to your cause will be greatly improved.

Diverse Learners in Physical Education

Individualizing Instruction for Diverse Learners

Michelle L. Hamilton, Texas State University

Gregory J. Soukup Sr., Texas State University

Robert Pankey, Texas State University

Please address all correspondence to:

Dr. Michelle Hamilton, Texas State University, 601 University Drive, A126 Jowers Center, San Marcos, TX 78666, e-mail address:

Mh42@txstate.edu, phone (512) 245-2944.

Acquiring proficiency in fundamental motor skills is an important goal for physical education students (NASPE, 2004) and a part of the TEKS curriculum for physical educators. Fundamental motor skills include skills that are involved in controlling and manipulating an object (e.g., throwing, catching, kicking, striking, and dribbling) and locomotor skills that involve moving the body through space (e.g., galloping, running, skipping, and hopping).

Students come to physical education classes with varying levels of skill and prior experiences. Planning developmentally appropriate activities to challenge all learners is a difficult task for many physical education teachers. The purpose of this article is to first identify and explore a model that enables teachers to analyze and plan for all levels of motor skill acquisition. Specifically, the authors will propose a Task-Learner-Context (T-L-C) Model in the hope that teachers will more critically analyze the process in which they plan for diverse learners. Teachers also need tools to effectively implement these processes. Thirdly, selected teaching techniques (Graham, Holt-Hale, & Parker, 2004) and the inclusion style of teaching (Mosston & Ashworth, 2002) will be analyzed as a means to effectively implement the proposed model to meet the needs of diverse learners.

TLC Model

Many physical education teachers are perplexed as to what level of performance to teach and design motor skill lessons. Should lessons be taught to challenge the most athletic students in class? Implementing a “one-size-fits-all” approach is ineffective in teaching children physical education (Hamilton & Valerius, 2002). Children come with a variety of expertise in motor skills, fitness levels, and vary greatly in physical maturity. Identifying a model in the instructional process is a necessary first step in planning for diverse learners. Critical elements in the instructional process include the task, learner, and the context (see Figure 1).

The theoretical importance of the aforementioned elements have been discussed with respect to skill acquisition in motor behavior literature and are referred to as task, organism, and environment (Newell, 1986).

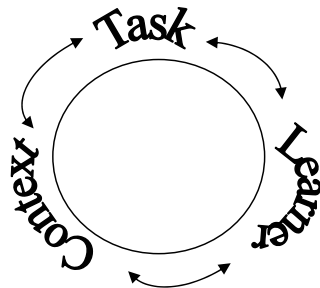


Figure 1. Task-Learner-Context Model

Task. It is important for the physical educator to understand the influence of task factors when planning for children of varying levels of proficiency in motor skills and fitness. Pertinent task factors to plan for in physical education include the (a) movement or goal of the task, (b) equipment used in the task, and (c) response dynamics of the motor skill task (Newell, 1986).

The movement outcome or the goal of the task can have a significant influence on the motor skill pattern that is observed (Hamilton & Tate, 2002; Hamilton, Pankey, & Kinnunen, 2002). Various movement outcomes emphasized in motor skill acquisition may include factors such as mastering developmental form, increasing distance, accuracy, speed, or the force desired. Each of these movement goals results in very different types of motor patterns or responses from the learner.

Teachers can improve their planning for diverse learners by purposefully offering a variety of performance options for children in their daily lessons. Instead of focusing on throwing for a daily lesson, teachers can focus on teaching throwing for a variety of outcomes to learners. The teaching technique that is used to extend choices to children is referred to as *teaching by invitation* (Graham, Holt-Hale, & Parker, 2004). By using this technique, children could choose the performance outcome most appropriate for their own developmental level within a throwing task. Children who were novice performers of a motor skill task could emphasize working on technique, and children who are more proficient could work on increasing the accuracy or speed of a skill. In other words, children choose the developmentally appropriate goal of movement for themselves as teachers guide them through this process.

Teachers *extend choices*, or teach by invitation, to children by varying the types of equipment that are used in a motor skill task. Equipment choices can positively or negatively influence the outcomes of performance in a skill. In physical education, the characteristics of equipment to be considered include weight, size, length, circumference, or material of the object being used. For instance, a teacher focusing on a lesson in catching can offer children balls in a variety of textures, sizes, or weights. Children can choose from many different objects such as bean bags, small nerf balls, and lightweight softballs. Choices provide children with more challenge or ease in accomplishing the motor skill task.

Extending choices to children can be accomplished by providing children with choices about response dynamics required in a motor skill. The response dynamics of a skill include the (a) trajectory and speed of the ball, (b) angle or height that a ball is delivered or projected, and (c) a ball that is stationary or moving. In a lesson involving kicking, children could choose from tasks at stations involving kicking a ball that is rolled to them at various speeds or involving a stationary ball.

Learner. When planning for diverse learners, teachers should consider the biological characteristics of the learner that impact

the learning of performance of motor and fitness-related skills in physical education. Biological factors can be *structural* or *functional* in nature (Haywood & Getchell, 2001). Structural factors are related to height, weight, hand size, and arm length. These factors may hinder or facilitate performance in motor skills. For instance, structural factors that impact performance in throwing for distance may be factors that have to do with body size (Hamilton & Tate, 2002). It may be that having a taller structure enables individuals to have a longer lever thereby generating more force. Functional factors have to do with how the body operates or functions. Factors such as strength, flexibility, and cardiovascular endurance would all be considered functional in nature.

Structural and task factors are also interrelated in producing outcomes for children. For instance, ball size is important in many tasks involving catching. However, a much more pertinent factor to consider is the size of the ball in relation to the hand size of the individual catching the ball. If a ball is too large for the child's hands, then an immature catching pattern would probably be used by the child. Consequently, the child will probably be forced to cradle the ball against their chest to accommodate the size of the ball.

Context - To effectively instruct diverse learners in motor skills, it is important to consider the context in which the motor skills are being taught. The context can include (a) the *physical environment* in which the lesson is implemented, and (b) the social context in which the lesson is being taught. The physical environment includes features such as the terrain, the surface where the activity is being conducted (e.g., sand, grass, asphalt) or the lighting (indoor vs. outdoor). Other physical features can include wind or the amount of gravitational force required for various activities. Important physical features of the environment including wind or lighting can greatly impact a child's ability to effectively execute a motor skill.

Teachers planning for diverse learners should also consider the social context in which a lesson or activity will be implemented. The social context can include the (a) number of children participating in an activity, or (b) type of interaction required in an activity. Participating by oneself or within a group all require varying levels of interaction among children. Teachers can provide choices and opportunities for children to participate by themselves or within groups of varying sizes thereby giving them opportunities for social interaction.

Similarly, the type of interaction required should be considered for diverse learners. The type of interaction involved can focus on the amount of cooperation or competition required of others. From a developmental perspective, children learn to initially self compete before competing or cooperating with partners or within larger groups. Teachers can provide activities that include various levels of competition, cooperation, or even participating by self in motor skill stations or tasks that children choose in the gymnasium.

Inclusive Teaching

Simultaneously integrating the elements of task, learner, and context to purposefully teach diverse learners is difficult without a clearly defined systematic process. A style of teaching is a set of decisions made in conjunction with a teaching act. Mosston and

Ashworth (2002) introduced the *inclusion style* of teaching, also known as style E, in which the diverse needs of learners could be taken into consideration. The purpose of this style of teaching is to allow students to make choices to appropriately match their skill level to the level of the task. This approach can allow for student success and diverse learners in physical education class.

According to Mosston and Ashworth (p. 165), to effectively utilize this teaching style the role of the teacher and the learner must be examined in the process. The role of the teacher is to (a) prepare the task and the levels within the task, (b) prepare criteria for the task levels, (c) answer learners' questions, and (d) initiate communication with the learners. Using these steps outlined, the teacher can guide the student in choosing the most developmentally appropriate level of task for participation. The role of the learner in this process is to (a) examine the various levels of the task, (b) select the most appropriate level of the task, and (c) perform the task.

The first step for teachers using the inclusion style of teaching is to consider the most relevant task factors in a fitness or motor skill activity. In the skill of throwing, the most relevant task factors are likely to include distance and size of target (Hamilton & Tate, 2002). Secondly, teachers want to choose developmentally appropriate task levels within the skills. The appropriate levels will be determined by the teacher's prior knowledge of the skill levels represented in the group they will be teaching as illustrated in Figure 2.

Name _____
 Class _____
 Date _____

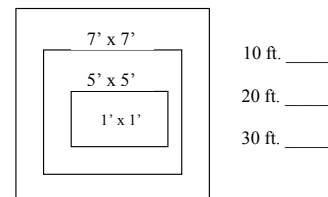
Inclusion Style- Throwing Check List

Directions

1. Select a target size and a distance.
2. Practice throwing and record information on the accuracy and distances that you achieved.

Throwing Criteria

1. Downward arc of the arm to initiate throw.
2. Sideways orientation towards target.
3. Long contralateral step.
4. Rotation of the trunk.



Task

Choose a distance (10, 20, or 30 feet) from the square targets (1' x 1', 5' x 5', & 7' x 7'). Use the different types and sizes of balls provided and tally the number of times you are able to successfully hit the target from the different distances.

SUCCESSFUL ATTEMPTS

| 10 ft. | 20 ft. | 30 ft. |
|---------------|---------------|---------------|
| 1 x 1 target- | 1 x 1 target- | 1 x 1 target- |
| 5 X 5 target- | 5 X 5 target- | 5 X 5 target- |
| 7 x 7 target- | 7 x 7 target- | 7 x 7 target- |

Figure 2- Inclusion Style- Throwing Check List

Reprinted with permission from the Texas Assoc. HPERD Journal, Vol. 73, Number 1

The final step for teachers to consider is to identify the important criteria for the motor skill involved. For the skill of throwing, the important criteria are identified in the motor development and motor behavior literature as follows: (a) downward arc of the throwing arm to initiate throw, (b) sideways orientation, (c) long contralateral step, and (d) rotation of the trunk (Robertson & Halverson, 1986). The criteria are listed below in Figure 2.

Physical educators can use the suggestions presented and the example in Figure 2 to create their own activity checklists for a variety of motor skills and tasks.

Summary

Teaching diverse learners motor skills is a challenging task for most physical educators. Understanding and critically analyzing the factors involved in the teaching process, specifically, the task, learner, and context is crucial for modifying and adapting tasks to meet the learner's needs. Teachers who understand the elements involved in the process are better prepared to effectively teach all children regardless of differences in skill level. Teaching techniques (i.e., teaching by invitation) and teaching styles, such as the inclusion style, are some of the tools that teachers can use to effectively provide students choices about task and context to appropriately meet their needs.

REFERENCES

Graham, G., Holt-Hale, S.A., & Parker, M. (2004). *Children moving: A reflective approach to teaching physical education* (6th ed.). New York: McGraw-Hill.

Hamilton, M. L. & Valerius, L. (2002). Increasing physical activity through intramural and physical activity programs. *Journal for Health, Physical Education, Recreation, and Dance*, LXX(2) 10-12.

Hamilton, M. L., & Tate, A. L. (2002). Constraints on throwing behavior: An exploratory analysis. In J. E. Clark (Ed.), *Advances in motor development research* (Vol. 2, pp. 49-61). American Alliance for Health, Physical Education, Recreation, and Dance: Reston, VA: NASPE Publications.

Hamilton, M.L., Pankey, R., & Kinnunen, D. (2003). Constraints on motor skill acquisition: Implications for teaching and learning. Texas State University, San Marcos, TX: (ERIC Document Reproduction Service No. ED 471196).

Haywood K.M., & Getchell, N. (2001). *Lifespan motor development* (3rd ed.). Champaign, IL: Human Kinetics.

Mosston, M., & Ashworth, S. (2002). *Teaching physical education* (5th ed.). San Francisco: Benjamin Cummings.

NASPE. (1995). *Moving into the future: National standards for physical education*. Reston, VA: McGraw-Hill.

Newell, K. M. (1986). Constraints on the development of coordination. In M.G. Wade & H.T.A. Whiting (Eds.), *Motor development in children: Aspects of coordination and control* (pp. 341-360). The Netherlands: Martin Nijhoff.

Robertson, M.A., & Halverson, L.E. (1984). *Developing children: Their changing movement*. Philadelphia: Lea & Febiger.

Goal Oriented?

Step up and take on America's No. 1 and No. 3 killers, heart disease and stroke. Hear the cheers as your students go all out for fun, physical activity and community service. Fund research and educational programs — and help stop heart disease and stroke and save lives right in your community.

Support life, health and physical activity with Hoops For Heart!

Did you know?

- Obesity and physical inactivity are major risk factors for cardiovascular disease.
- Children and adolescents should get at least one hour of physical activity every day.

To learn more, call 1-800-AHA-USA1 or visit americanheart.org/hoops.

HOOPS FOR HEART
Hoops For Heart benefits the American Heart Association and is co-sponsored by the American Alliance for Health, Physical Education, Recreation and Dance.

American Heart Association
Learn and Live..

American Alliance for Health, Physical Education, Recreation and Dance

©2005, American Heart Association. Also known as the Heart Fund.

A Comparison of Health Risk Behaviors Among Virginia Tech and James Madison University Students Enrolled in a Personal Health Course

*Dr. Theresa M. Enyeart Smith, Dr. Gary E. Skaggs,
Dr. Kerry J. Redican, and Dr. James A. Krouscas Jr.
Virginia Polytechnic Institute and State University*

Abstract

Research on whether health education, specifically personal health classes can affect behavior change has so far been inconclusive. In this study, a sample of students from James Madison University and Virginia Tech enrolled in personal health classes were administered the National College Health Risk Behavior Survey (NCHRBS) (Douglas et al., 1997) and the Self-Efficacy Scale (Sherer et al., 1982). These surveys provided information on the overall health risk behaviors, health behavior changes, and self-efficacy levels of the student participants. Proportionate differences and significant results were found within the descriptive and multiple regression analyses of riding in a vehicle with a driver who has been drinking alcohol, tobacco use, and dietary behaviors. However, the small effect sizes indicated that the differences between the two schools were not large. Further research is needed to determine how consistent these findings are.

Introduction

Many premature deaths are due to poor individual health behavior choices, such as overeating, using tobacco products, and not participating in physical activities (Services, 2002). Some of these health behavior ideas and choices are often incorporated in the early adulthood years of life, which can affect the risk levels of chronic diseases that can occur later in life. As a result, knowing that poor individual health behavior choices can affect one's lifespan has the potential to be vitally important in preventing health problems, especially in the early adulthood years. Although major sources of health education are the health education courses offered in colleges and universities, the value of these courses is not known due to the poor documentation of health knowledge among the students taking these courses (Price & Nicholson, 1991).

Documentation of college students' health behaviors is also limited. Research has indicated that it is common for studies to focus on one or two behaviors at a time and not take a comprehensive look at overall health risk behaviors of college students. The Center for Disease Control and Prevention (CDC) conducted a national survey analyzing college students' overall health risk behaviors in 1995 (Douglas et al., 1997). By analyzing college students enrolled in four and two-year institutions, Douglas et al. (1997) found that "many college students' behaviors jeopardize their current and future health status" (p. 66). The results indicated that college students showed risky behaviors when it came to the use of alcohol and tobacco, failing to protect themselves from sexually transmitted diseases during sexual intercourse and using contraceptives inconsistently, having poor dietary habits, and participating in physical fights (Douglas et al., 1997). Although this information is important to understanding health behaviors among young adults, it is important to note that

this study was performed nearly ten years ago and health behavior trends may have changed over the years.

Significance

Measuring the health risk behaviors among the enrolled students will give the colleges and universities a better idea of current behaviors and trends among the students. Professors may therefore be better able to direct the course material to the lifestyles the students are leading in today's era. Comparing the health behavior differences among the students enrolled at James Madison University versus the students enrolled at Virginia Tech and looking at the differences in self-efficacy levels may also allow the schools to see if there are people with varied lifestyles entering into the classes, and whether the differences between the two schools are related to measures of behavior change.

Review of Selected Literature

Many factors can affect the behavior changes of students enrolled in college and university level health education courses and programs. Some of these factors include: the types of non-curriculum programs offered by the college or university (Haines & Spear, 1996; Lindsey, 1997; Lipnickey, 1998; Ramsey, Greenberg, & Hale, 1989; Schwitzer, Bergholz, Dore, & Salimi, 1998; Wechsler, Davenport, Dowdall, Moeykens, & Castillo, 1994; Ziemelis, Bucknam, & Elfessi, 2002), the teaching methods used to teach university and college level health education courses (Cleary & Birch, 1996; Petosa, 1984; Springer, Winzelberg, Perkins, & Taylor, 1999), and the self-efficacy of the students (Bandura, 1997; Stretcher, DeVellis, Becker, & Rosenstock, 1986).

Colleges and universities have incorporated different programs and information into their curriculum and campuses to help educate the students in making healthy behavior choices and leading a healthier lifestyle. Incorporating alcohol/binge-drinking programs, eat disorder programs, AIDS awareness programs, stress management programs, and health education courses are a few methods colleges and universities have taken to improve the students' health and educate them about health and wellness, as well as improving the accuracy of the perceptions of college student behaviors (Haines & Spear, 1996; Ramsey et al., 1989; Rehnberg & Barabasz, 1994).

Teaching methods used in the health education courses may also impact the effectiveness of the course on the students. Many different methods have been incorporated into the higher education health courses, above and beyond lecture, with an attempt to increase the students' knowledge about health and health behavior changes. When looking at overall health behavior changes, journals (Lottes, 1995), health portfolio (Cleary & Birch, 1996), and behavior change contracts (Petosa, 1984; Wilson & Eisenhower, 1982) are a few examples that have been incorporated

into the health education courses to enhance the knowledge and behavior changes of the students. These instruments are being used to enable the students to reflect and apply their health knowledge to their everyday life and make healthy choices.

Along with external factors that may effect health behavior change among students enrolled in a health education course, internal factors, such as self-efficacy, may also play an important roll in health behavior change. Self-efficacy is the internal feeling that one has that he or she can successfully perform a health behavior and achieve the desired outcomes (Rosenstock, Stretcher, & Becker, 1988). Self-efficacy is defined by Bandura (1977) as “the conviction that one can successfully execute the behavior required to produce the outcomes” (p. 79). Low self-efficacy or a lack of self-efficacy can be a perceived barrier to performing or changing a health behavior. In order to create positive lifelong changes in one’s health behavior lifestyle, a great deal of self-efficacy is necessary before any positive change can occur (Glanz, Lewis, & Rimer, 1997; Rosenstock et al., 1988; Stretcher, Champion, & Rosenstock, 1997).

Methodology

The target population for this study was undergraduate college students enrolled in the freshman level personal health courses at Virginia Tech (VT) and James Madison University (JMU). Upon the approval of the Virginia Tech and James Madison University Institutional Review Board, the National College Health Risk Behavior Survey (NCHRBS) (Douglas et al., 1997), was administered once at the beginning of the Fall 2003 semester to acquire baseline data and a second time at the end of the Fall 2003 semester to acquire health behavior data once the students were about to complete the personal health course. The NCHRBS was created by the CDC to analyze six main health risk behaviors: 1) behaviors that contribute to unintentional and intentional injuries, 2) tobacco use, 3) alcohol and other drug use, 4) sexual behaviors related to unintended pregnancy and sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) infection, 5) unhealthy dietary behaviors, and 6) physical inactivity of college students, was used as a pre/post test. The Self-Efficacy Scale (Sherer et al., 1982) was also used to acquire baseline data of the students’ general self-efficacy. This survey was administered one time at the beginning of the Fall 2003 semester.

Limitations

There were several limitations associated with this study. The most important limitation is that pre-existing conditions may exist between Virginia Tech and James Madison University. These conditions include acceptance requirements for each university, the location of the school and the socioeconomic status of the students enrolled in the school. These pre-existing conditions make it difficult to know the reason for why the schools differed. Another limitation is the difference of teaching styles between the two classes. The two courses have the same objectives, namely to enhance the health behavior knowledge and self-confidence of the students, and their content is nearly identical. Nevertheless, other differences exist. The VT course has an approximate total of 700 enrolled students and is taught by lecture, video, and classroom discussion. On the other hand, the

JMU course has an approximate total of 300 enrolled students and is taught using lecture, video, and classroom discussion, similar to VT, but also incorporates many activities to complete outside of the classroom, such as passport activities.

Finally, the current study was limited to the two schools used in the study, VT and JMU. If more schools in the state of Virginia were used in this study, the results may also be generalized to describe the behaviors of college students in Virginia.

Findings

Overall, 891 students voluntarily completed the pre NCHRBS and the self-efficacy surveys (VT: n = 622; JMU: n = 269) and 829 students completed the post NCHRBS (VT: n = 593; JMU: n = 236). Once all of the data were collected, it was edited to include only those students who completed both the pre and post NCHRBS and the self-efficacy survey. This reduced the sample size to a total of 577 (VT: n = 375; JMU: n = 202) students. When examining specific health risk behaviors and differences between the two groups of students, the results indicated that JMU students had proportionately less risky behaviors than VT students with behaviors related to: 1) consuming alcohol while boating or swimming; 2) consuming alcohol while operating a vehicle; 3) using any form of cocaine; 4) engaging in sexual intercourse with males or females; 5) using condoms; and 6) performing exercise and stretching activities. Virginia Tech students had proportionately less risky behaviors than JMU students on behaviors related to: 1) smoking cigarettes on less days out of a seven day period; 2) eating green salads with greater frequency; and 3) participating in more college sports teams.

Multiple regression analyses were completed to look at the possible relationship between the two schools and the students’ health risk behaviors while controlling for the students’ overall levels of self-efficacy. Statistically significant results were obtained for the health risk behaviors of riding in a vehicle with a driver who has been drinking alcohol ($p = 0.034$) and the dietary behaviors of eating fruits and vegetables ($p = 0.014$) and high fat foods ($p = 0.006$). When comparing the posttest frequencies to the pretest frequencies of both schools combined, the results showed that at the end of the semester students tended to ride in vehicles with a driver who has been drinking with less frequency; fruits and vegetables were consumed with less frequency; and high fat foods were consumed with greater frequency. However, it is important to note since the effect sizes were small with these variables, further investigation should be performed to see if there are other underlying factors that might affect the students’ health risk behaviors.

Recommendations

Other factors may very well affect the health behaviors of college students. Therefore, several recommendations have been made for future research:

- Investigate the schools’ policies on allowing student vehicles on the campus. These policies may not allow freshman students to have vehicles on campus, therefore, possibly affecting their choice in taking a ride from another person.
- Examine the availability of “healthy” foods by the schools’ eateries. The options provided to the students

may affect their choices in what they eat on a daily basis.

- Observe the availability of exercise facilities, physical education courses, and intramural/extramural sports. The availability of these physical activity options and the students' knowledge of what is available to them may affect their daily choices of an exercise regimen.
- Administer the surveys to a wider variety of schools in the state of Virginia to gain more of a generalized view of the health risk behaviors of students in Virginia.

The information acquired from this study will be beneficial to higher education health educators. Current trends should be observed allowing for the course curriculum to be altered. This may allow the students to learn, understand, and relate to health risk behaviors that they may have or their peers may have.

References

- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.
- Cleary, M. J., & Birch, D. A. (1996). Using portfolios for assessment in the college personal health course. *Journal of Health Education, 27*(2), 92-96.
- Douglas, K. A., Collins, J. L., Warren, C., Kann, L., Gold, R., Clayton, S., et al. (1997). Results from the 1995 national college health risk behavior survey. *Journal of American College Health, 46*(2), 55-66.
- Glanz, K., Lewis, F. M., & Rimer, B. K. (Eds.). (1997). *Health behavior and health education* (2nd ed.). San Francisco: Jossey-Bass Inc.
- Haines, M., & Spear, S. F. (1996). Changing the perception of the norm: A strategy to decrease binge drinking among college students. *Journal of the American College Health, 45*(3), 134-140.
- Lindsey, B. J. (1997). An evaluation of an AIDS training program for residence hall assistants. *Journal of Health Education, 28*(4), 231-237.
- Lipnickey, S. C. (1998). University students' knowledge and use of health resources. *Health Values, 12*(3), 18-26.
- Lottes, C. R. (1995). *Does student behavior change as a result of taking health? : Gettysburg College, PA* (ERIC Document Reproduction Service No. ED388665).
- Petosa, R. (1984). Using behavioral contracts to promote health behavior change: Application in a college level health course. *Health Education, 15*(2), 22-26.
- Price, J. O., & Nicholson, T. (1991). Health knowledge of college students. *College Student Journal, 25*(2), 252-256.
- Ramsey, S. A., Greenberg, J. S., & Hale, J. F. (1989). Evaluation of a self-instructional program in stress management for college students. *Health Education, 20*(1), 8-13.
- Rehnberg, T., & Barabasz, M. (1994). *The effect of a health belief intervention on safer sex practices*. Pullman, WA: Washington State University (ERIC Document Reproduction Service No. 378516).
- Rosenstock, I. M., Stretcher, V. J., & Becker, M. H. (1988). Social learning theory and the health belief model. *Health Education Quarterly, 15*(2), 175-183.
- Schwitzer, A. M., Bergholz, K., Dore, T., & Salimi, L. (1998). Eating disorders among college women: Prevention, education, and treatment responses. *Journal of the American College Health, 46*(5), 199-207.
- Services, U. S. D. o. H. a. H. (2002, April 30, 2002). *Disease prevention and health promotion programs at HHS*. Retrieved August 20, 2004, from <http://www.hhs.gov/news/press/2002pres/prevent.html>
- Sherer, M., Maddux, J. E., Mercandante, B., Prentice-Dunn, S., Jacobs, B., & Rogers, R. W. (1982). The self-efficacy scale: Construction and validation. *Psychological Reports, 51*(2), 663-671.
- Springer, E. a., Winzelberg, A. J., Perkins, R., & Taylor, C. B. (1999). Effects of a body image curriculum for college students on improved body image. *The International Journal of Eating Disorders, 26*(1), 13-20.
- Stretcher, V. J., Champion, V. L., & Rosenstock, I. M. (1997). The health belief model and health behavior. In D. S. Goschman (Ed.), *Handbook of health behavior research* (Vol. 1, pp. 71-91). New York, NY: Plenum Press.
- Stretcher, V. J., DeVellis, B. M., Becker, M. H., & Rosenstock, I. M. (1986). The role of self-efficacy in achieving health behavior change. *Health Education Quarterly, 13*(1), 73-91.
- Wechsler, H., Davenport, A., Dowdall, G., Moeykens, B., & Castillo, S. (1994). Health and behavioral consequences of binge drinking in college. A national survey of students at 140 campuses. *Journal of American Medical Association, 272*(21), 1672-1677.
- Wilson, R. W., & Eisenhauer, V. J. (1982). Cognitive results of health behavior contracting. *Health Education, 13*(5), 21-23.
- Ziemelis, A., Bucknam, R. B., & Elfessi, A. M. (2002). Prevention efforts underlying decreases in binge drinking at institutions of higher education. *Journal of the American College Health, 50*(5), 238-252.

Author Note

Theresa M. Enyeart Smith, Kerry J. Redican, and James A. Krouscas, Jr., Department of Teaching and Learning, Virginia Polytechnic Institute and State University;
Gary E. Skaggs, Educational Leadership and Policy Studies Department, Virginia Polytechnic Institute and State University.

Thank you to Kurt Eschenmann of Virginia Polytechnic Institute and State University and Stephen Stewart of James Madison University for your assistance with the organization and critiquing of this manuscript.

Correspondence concerning this article should be addressed to Theresa Enyeart Smith, Department of Teaching and Learning (0313), 220 War Memorial Hall, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061. E-mail: tenyeart2@cox.net

Involving Physical Education Majors in a Weekend Physical Activity Program

Monica Pazmino, Radford University

Jon Poole, Radford University

Background

Several decades ago at the beginning of his career at Radford University, Professor Steve Ames, with the support of others, developed a weekend physical activity program for youngsters in the college town community. Over these many years, the “kiddie program” (as it became known) has taught thousands of youngsters the skills associated with sports such as swimming, basketball, softball, and soccer, as well as, participating in recreational activities such as kickball, tag games, and relay races. With the recent renovation of the Peters Hall Gymnasium complex on the Radford University campus, some newer activities include climbing on indoor climbing wall and learning martial arts.

Historically the program has been offered for elementary-aged young people (ages 5-10) during the winter months of January – March (ending the week before our University spring break) on Saturday mornings for a couple of hours. The idea was to provide youngsters in the local community a chance to exercise and play during a time of year when outside play was often unreasonable due to poor weather, and provide our undergraduate students a chance to work with young people similar to whom they might be teaching and coaching someday. For many years university faculty members “recruited” undergraduate physical education majors to serve as the key leaders for the various activities. In more recent years we have made participation in the program a requirement for students enrolled in spring semester teaching methods courses. While some students were initially resistant to this requirement, all students would agree the experience was invaluable.

Our Approach

Clearly, we see this as a “win-win” situation for the youngsters, undergraduates, department, university, and community. In addition to having an outlet for play and exercise each weekend, the youngsters get to visit the university campus, play with college-age students, and parents get a couple of free hours to themselves. Our undergraduates receive invaluable experience leading the youngsters in games and fitness activities, dance, and rock climbing. For many of our students, this is one of the first times they see themselves as “real” teachers because, unlike working with their college-age peers, the youngsters are more similar to those they will be teaching during their career. Our department and university enjoy positive public relations, a sense of community service, and modest fund raising we use for undergraduate travel, scholarships, and equipment purchase. Finally, the weekend “kiddie” program is something that serves the local community and keeps our department faculty focused on improving the lives of youngsters living right next door.

We have been fortunate over the years to have undergraduates with expertise in such traditional activities such as soccer, basketball, softball, and swimming (many of these students were competing for our intercollegiate athletic teams), and more recently with martial arts, dance, and rock climbing. These students have shared their passion for these activities with the youngsters and enhanced their own teaching with this experience. Further, many of our other students who do not possess expertise in martial arts,

for example, had the chance to see a model they might emulate in the future.

Setting

As noted above, the old Peters Hall Gymnasium on the Radford University campus was recently renovated and now houses a full-sized gymnasium with six basketball goals, three multi-activity room where we teach martial arts, aerobic dance, floor hockey, and indoor soccer among other activities, several dance studios, a new fitness center, and a two story indoor climbing wall. For the youngsters in the community, the college campus and gymnasium provide the ultimate indoor playground. With upwards of 60-80 youngsters attending the program, we have divided the larger group into six smaller “teams” based on age and then provided a rotation schedule where the “teams” move to different activity stations every 30-45 minutes.

Future Thoughts

Given the success and “win-win” situation noted above, we foresee offering the “kiddie” program in both the fall and spring semesters in the near future. Once again, we expect to continue requiring participation for our undergraduates seeking to become future teachers. With the addition of long-time elementary physical educator and former VAHPERD Elementary Teacher of the Year (as well as Southern District Teacher of the Year and National Nominee), Susan Miller, to the Radford University faculty, we hope to bring a renewed spark of creative activities and collaboration with local K-5 educators.

Note: Monica Pazmino is an assistant professor and Jon Poole an associate professor and in the Department of Exercise, Sport, and Health Education at Radford University.



VAPHERD
PROFESSIONALS
MAKING A
DIFFERENCE

Teacher of the Year Award Winners



ELEMENTARY PHYSICAL EDUCATION:

Gwen Hairston

Gwen currently teaches at Agnor-Hurt Elementary School in Charlottesville, Virginia.

Gwen has also taught in Stafford County and Roanoke City Schools. Additionally, Gwen coached softball, basketball, gymnastics, and track and field. In 2001, Gwen was the recipient of VAHPERD's Presidential Award. Gwen has been a consistent presenter at VAHPERD conferences over the last 10 years. Her presentations are high energy! Dr. Ann Boyce from the University of Virginia writes: As a clinical instructor (CI) in the Curry School of Education, Gwen provides the majors with a wonderful model as physical educator. Gwen is truly an outstanding individual, who continually strives to make a difference in the lives of her students.



MIDDLE SCHOOL PHYSICAL EDUCATION:

Kim Davis

Kim Davis is VAHPERD's Middle School Physical Educator of the Year. Kim teaches at Sutherland Middle School in Charlottesville, Virginia. In addition to teaching middle school, Kim serves as a commissioner for high school lacrosse and field hockey officials.

Kim has coordinated JRFH events, is a lead teacher at her school and still has time to serve as a clinical instructor for the Curry School of Education. Regina Kirk, Kim's supervisor writes: Kim is a valuable member of the team in Albemarle County. She was one of the first to purchase heart rate monitors and pedometers for her school. When we received the Carol H. White PEP grant, Kim was one of the people I counted on most."



HIGH SCHOOL PHYSICAL EDUCATION:

Bette Jean (BJ) Santos

Bette Jean (better known as BJ) Santos teaches high school physical education at Murray High School in Charlottesville, Virginia. In addition to teaching secondary physical education, BJ has teaching experience in middle school and elementary school. BJ has provided expertise to teachers at the state, local, and national levels through a variety of presentations. BJ's principal, Vicki Miller writes: "All curriculum work by Ms. Santos move beyond her own classroom. All of her classes whether health or physical education are experiential. She offers an interdisciplinary approach, and supports the Virginia SOL's by including concepts from math and language arts in her curriculum."

VAHPERD MEMBERSHIP APPLICATION

Ms. Mrs. Mr. Dr.

Name: _____ Date: _____



Address where you prefer to receive VAHPERD materials:

Street City State ZIP Code

Telephone: (_____) _____ E-mail: _____

Please add my e-mail address to the VAHPERD list serve. YES ___ NO ___

| | |
|---|---|
| <p>Type of Membership:</p> <p><input type="checkbox"/> Full-time Student \$ 10.00</p> <p><input type="checkbox"/> Active professional (1 yr) \$ 25.00</p> <p><input type="checkbox"/> Active professional (3 yrs) \$ 60.00</p> <p><input type="checkbox"/> HFH/JRFH Event Coordinator \$ 5.00 (Verified by AHA)</p> <p><input type="checkbox"/> Retired \$ 10.00</p> <p>Employment Level (check all that apply)</p> <p><input type="checkbox"/> Elementary</p> <p><input type="checkbox"/> Middle school</p> <p><input type="checkbox"/> High school</p> <p><input type="checkbox"/> College/university</p> <p><input type="checkbox"/> Other _____ (Please specify)</p> <p>Divisions:</p> <p><input type="checkbox"/> Dance</p> <p><input type="checkbox"/> Health</p> <p><input type="checkbox"/> Physical education</p> <p><input type="checkbox"/> Recreation</p> <p>Sections: check areas of interest</p> <p>Dance Division (Sections)</p> <p><input type="checkbox"/> Dance education</p> <p><input type="checkbox"/> Dance performance</p> | <p>General Division (Sections)</p> <p><input type="checkbox"/> City/county supervisor</p> <p><input type="checkbox"/> College/university chairs</p> <p><input type="checkbox"/> Men's and boys' athletics</p> <p><input type="checkbox"/> Research</p> <p><input type="checkbox"/> Retirees and past presidents</p> <p><input type="checkbox"/> Sports management</p> <p><input type="checkbox"/> Students</p> <p><input type="checkbox"/> VAGW</p> <p>Health Division</p> <p><input type="checkbox"/> Community/public health</p> <p><input type="checkbox"/> School health</p> <p><input type="checkbox"/> Worksite health</p> <p>Physical Education Division (Sections)</p> <p><input type="checkbox"/> Adapted</p> <p><input type="checkbox"/> Elementary</p> <p><input type="checkbox"/> Middle school</p> <p><input type="checkbox"/> High school</p> <p><input type="checkbox"/> College</p> <p>Recreation Division</p> <p><input type="checkbox"/> Aquatic</p> <p><input type="checkbox"/> Intramural</p> <p><input type="checkbox"/> Outdoor recreation</p> <p>Committees</p> <p><input type="checkbox"/> Structure and Function</p> <p><input type="checkbox"/> Membership</p> <p><input type="checkbox"/> Necrology</p> <p><input type="checkbox"/> Convention Site</p> <p><input type="checkbox"/> Awards</p> <p><input type="checkbox"/> Finance</p> <p><input type="checkbox"/> Legislative Affairs</p> <p><input type="checkbox"/> Nominating</p> <p><input type="checkbox"/> Convention Volunteer</p> |
|---|---|

| | |
|--|---|
| <p>IMPORTANT REGION INFORMATION:</p> <p>_____</p> | <p>Indicate region of employment (See back for region code information)</p> |
|--|---|

Status: Renewing New Member

Payment Amount: \$ _____

Check enclosed

Credit card: VISA MasterCard American Express Discover

Account no: _____ - _____ - _____ - _____ Expiration Date _____

Mailing address of Credit Card Statement (if different from address above):

Street City State ZIP Code

Signature: _____

Mail form to
VAHPERD
1015 West Main Street Box 842020
Richmond, VA 23284-2020

Guidelines for Manuscript Submission

The Virginia Journal is published twice yearly (Fall and Spring) by the Virginia Association for Health, Physical Education, Recreation and Dance. Deadlines for submitting materials for inclusion in the spring issue are July 15th and January 15th. Manuscripts should be sent to Dr. David Sallee, TVJ editor, by email in an attached WORD document. In submitting a manuscript, the author affirms that it has not been published or accepted for publication elsewhere, unless otherwise stated in writing.

Manuscripts

Manuscripts follow the form of the Publication Manual of the American Psychological Association and must be typed on 8 1/2 by 11 inch paper. The attached manuscript must be double spaced except that direct quotations of three or more lines in length are to be single spaced and indented.

Manuscripts should not exceed 10 double-spaced pages of narrative including the citation page. Pages should be numbered consecutively. The name and institution of each author are inserted on a title page but not on the narrative. There should be provided on the title page biographical information on each author. This biographic information should include name and position at time of manuscript submission.

References should be listed at the end of the manuscript and should be arranged in alphabetical order. Each reference cited in the article must be listed, but only those cited should be included. Sources should be cited by placing the author's name and date of publication followed by a page number when appropriate in parentheses: i.e., (Cowlick & Rice, 2003). The reference should be cited following the quote or fact noted. References listed at the end of the article should contain the following information:

1. The author, editor's or compiler's name, in reverse order (surname, followed by first and middle initials).
2. The exact title. Titles of books, pamphlets, periodicals, and newspapers are underlined: titles or articles within periodicals or books are not underlined and precede the periodical or book in which they are found. Only the first word of the title is capitalized and the title is followed by a period.
3. Titles of books are followed by place: company, date of publication. The date, volume, and page numbers follow the title of a journal. If each issue of a journal begins with page 1, include the issue number after the volume number in parentheses. Volume numbers should be underlined for journals and for books they should be placed in parentheses and included at the end of the title.

Examples of Citations

American Dietetic Association. (1999). Dietary guidance for healthy children aged 2 to 11 years. *Journal of the American Dietetic Association*, 99:93-101.

Kulwicki, A., & Rice, V.H. (2003). Arab American adolescent perceptions and experiences with smoking. *Public Health Nursing*, 20, 177-183.

Illustrations

Illustrations such as pictures, graphs, and drawings are valuable additions to manuscripts. Please send these as separate files with your manuscript.

Reviewing and Editing

Each article is reviewed by three members of the Editorial Board. Sometimes a guest editor is asked by the editor to review a manuscript depending upon the topic. To be accepted for publication the article must be approved by at least two of these persons. Reasons for rejecting articles include: topic is not of interest to the profession or to only a few members of the Association, topic is of interest but has already been thoroughly discussed in the literature, manuscript discussion is too general and vague, poor research techniques, or the manuscript is poorly written. In some instances a manuscript may be rejected but the author is invited to revise and resubmit it with corrections. Manuscripts accepted are subject to editing to conform to the Journal format.

Final Acceptance for Printing

After the editor has compiled the journal issue, it is sent to the printers. VAHPERD's executive director, president and president-elect then edit *The Virginia Journal*. These three VAHPERD members are provided with a minimum of two drafts for their revision and comment. Upon their approval, the final document is printed and distributed.

ELEMENTS TO EXCELLENCE, INC.
FREDERICKSBURG, VA

- TEAM BUILDING WORKSHOPS
- CHALLENGE COURSES
- CLIMBING WALLS
- SOL RELATED PROGRAMS

CALL FOR FREE ESTIMATES
540-370-1555

HELPING YOU BUILD STRONGER TEAMS!





NEW RIVER ELECTRICAL CORP.
 ONE CLOVERDALE PLACE
 P. O. BOX 70 CLOVERDALE, VA. 24077
 (540) 966-1650



LOYAL ORDER OF MOOSE

BINGO SUNDAY NIGHTS
DOORS OPEN 5 PM AND EARLY BIRD
GAMES AT 6 PM * REGULAR GAMES 7 PM
\$1,000 IN JACKPOTS, WTA AND PROGRESSIVE
14% UOP
 RICHMOND EAST MOOSE LODGE # 1947
 7167 FLAG LANE
 MECHANICSVILLE, VA 23111

Hutt Realty, Inc.

Box 66, Montross, VA 22520

Farms • Waterfront • Residential • Commercial

Charlotte H. Hutt

Vice President - Principal Broker
 Office (804) 493-8994
 Home (804) 493-9003 • Fax (804) 493-8968

Blue Ridge
 1 (540) 745-2147
RESTAURANT
 113 E. MAIN STREET, FLOYD, VA 24091
"Just Good Homestyle Cooking"
 OPEN (7) DAYS A WEEK



Tracy Ingram-Crowder
 REALTOR®



INGRAM & ASSOCIATES
 Real Estate Company
 3302 Oaklawn Blvd
 Hopewell, VA 23860

Office 804-458-9873
 Fax 804-458-0621
 Home 804-991-2085
 VM 804-679-0325
 Website: ingramhomes.com



Sturdisteel

GRANDSTANDS
 BLEACHERS
 ALUMINUM SEATING

Matt Stephens

Sales Representative
 Schultz Industries, Inc.
 P.O. Box 2655
 Waco, TX 76702-2655
 1-800-433-3116
 Local (254) 666-5155
 Fax (254) 666-4472
www.sturdisteel.com

BARTLETT TREE EXPERTS



P.O. BOX 3067
 STAMFORD
 CONNECTICUT 06905

203-323-1131

Camp In Beautiful Park Settings
Just minutes From The Nation's Capital

LAKE FAIRFAX PARK

1400 Lake Fairfax Dr., Reston, VA 22090
 (703) 471-5415

BURKE LAKE PARK

7315 Ox Road, Fairfax Station, VA 22039
 (703) 323-6600

- 136 site for tents & campers with electric hook-ups (15-30 amp), bathroom (sinks, showers & toilets), water tap to fill RV tanks, dump station
- Pedal & excursion boats, fishing, trails & swimming
- Old-fashioned carousel
- 150 site for tents & campers with camp store, water, showers, restrooms, dump stations: no hook-ups
- 18 hole par-3 golf course & lighted driving range
- Boating, fishing, trails & volleyball courts
- Miniature train, old-fashioned carousel & ice cream parlor

GRAND
Home Furnishings

FURNITURE & MATTRESSES
 Stores throughout Virginia
 (800) 708-2417
www.grandhomefurnishings.com



DOM STARSIA
LACROSSE CAMP
AT GRAVES
MOUNTAIN LODGE
BOYS AGES 9 - 14
CALL: 434-295-3285
E-mail: starsialax@aol.com

"FARMS AND TIMBERLANDS"

Clayton C. Bryant

Land Company
 P.O. BOX 702 HWY. 486
 APPOMATTOX, VA 24522

Office
 (434) 352-7119
 (434) 352-7110
 (434) 352-7559

Home: (434) 352-0341
 Mobile #: 660-6339

(703) 378-3800
 FAX (703) 378-0217

CHANTILLY TURF FARMS, INC.

"Quality Sod For a Quality Environment"

RAY WEEKLEY
 President

25724 Pleasant Valley Road
 Chantilly, Virginia 20152-1375

Scotchtown

Home of Patrick Henry 1771-1778



ASSOCIATION FOR THE PRESERVATION OF VIRGINIA ANTIQUITIES

Open April-October, Tuesday-Saturday 10:00-4:30,
 Sunday 1:30-4:30, Phone (804)227-3500,
 Fax (804)227-3559, e-mail scotchtownAPVA@aol.com



UNIVERSITY OF MARYLAND

Department of Kinesiology
 2351 Health & Human Performance Bldg
 College Park, Maryland 20742-2611
 301.405.2450 TEL 301.405.5578 FAX

Undergraduate Degrees In:

- Kinesiological Sciences (B.S.)
- Physical Education (B.S.)
- Graduate Degree – M.A. or Ph.D. in Kinesiology offering four areas of concentration:

- Cognitive Motor Neuroscience
- Curriculum and Instruction
- Exercise Science
- Sport Commerce & Culture

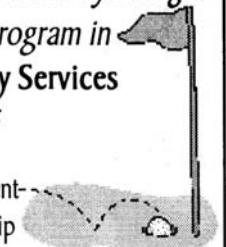
Visit our website to learn more: www.hhp.umd.edu/KNES

Dabney S. Lancaster Community College's

Unique Program in Hospitality Services

with specializations in:

- Golf Operations
- Hospitality Management
- Recreational Leadership
- Turf Management



Clifton Forge, Virginia
 540/863-2902

I-64, Exit 24
www.dslcc.edu

Off-campus housing is available.
 Call 540/863-2815 for information.

WASHINGTON SPORTS & ENTERTAINMENT

GENE KEARNEY
 Director, Group Sales

601 F Street, N.W.
 Washington, DC 20004
 202-628-3200 ext. 6984 • Fax 202-661-5068
gkearney@washsports.com

- MCI Center
- Capital Center
- Patriot Center
- Musicentre Productions
- Washington Wizards
- Washington Mystics
- Georgetown Hoyas Men's Basketball

WELLNESS FITNESS



SKATETIME
School Programs

IS

dedicated to promoting
quality programs!

Skating at school
is considered the biggest
event of the year!

Students will LOVE
P.E. and you'll see an
increase in participation.

Skating is an
individualized
co-ed sport that will last a
lifetime!

Call us TODAY
to get started!

Contact us online at
www.skatetime.com
or Toll Free

866-657-5283

www.skatetime.com

Same Old Faces Brand New Jobs



Kathy Gay Groves
Realtor



Barney Groves
Realtor

Century 21

Manley Associates, Inc.

Serving the Areas of
Charlottesville, Albemarle, Greene
Nelson, Louisa, Fluvanna, Buckingham
Madison, Waynesboro & Orange

1709 Emmet Street
Charlottesville, Virginia 22901

Bus: (434) 977-7300

Home: (434) 286-4649

Mobile: (434) 996-9396

E-mail:

Kathycgay@att.net

brgroves@att.net

Each Office Is Independently Owned and Operated



Nasco
**Physical
Education**
Back-to-School
2005 catalog

Request your FREE
catalog today!

1-800-558-9595
www.eNasco.com

VJ510PE

**Eveready
Service™
Experts**

**HEATING-COOLING
PLUMBING
INDOOR AIR QUALITY**

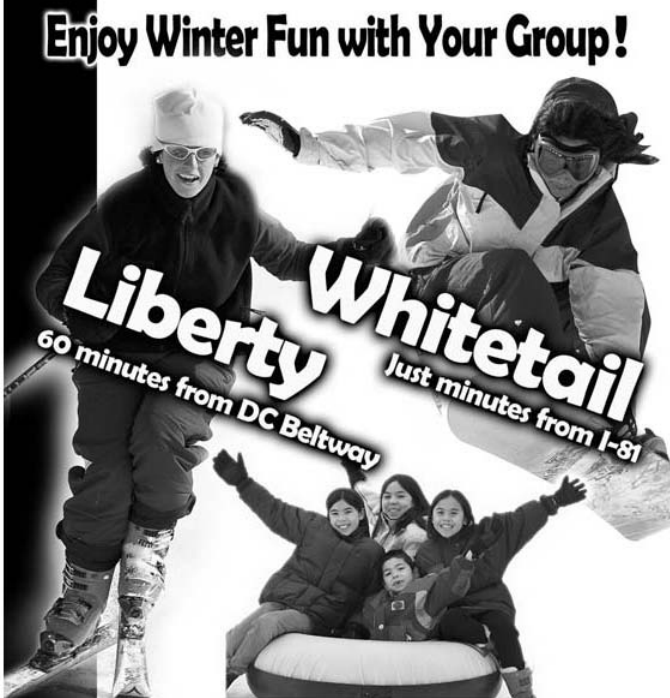
1300 Semmes Ave.
Richmond, VA 23224
Phone 804-231-1178
Fax 804-230-9232

www.evereadyserviceexperts.com

A Lennox International Company

Serving Richmond
Families since 1947

Enjoy Winter Fun with Your Group!



Liberty Whitetail
60 minutes from DC Beltway
Just minutes from I-81

Liberty Mountain Resort
717-642-8282 * www.skiliberty.com

Whitetail Mountain Resort
717-328-9400 * www.skiwhitetail.com



JOIN TODAY, AND PUT AAHPERD TO WORK FOR YOU!

AAHPERD Membership Application

YES, I want to join AAHPERD. Please send my Association credentials, and begin my subscription to Update and the professional journal(s) I've checked below.

(Mr.) (Ms.) (Dr.)

Name _____

Please fill out both addresses below and then tell us which one you'd like to use.

1. Business/Academic Address

Place of Employment _____

Address _____

City _____ State _____ Zip _____

Work Phone _____ Fax _____

E-mail _____

2. Home Address

Address _____

City _____ State _____ Zip _____

Home Phone _____

Preferred Membership Mailing Address

Business/Academic Home

Your satisfaction is 100% guaranteed. Cancel any time and you'll receive a full refund on all the months remaining on your membership. **Join AAHPERD with confidence!**

Customize your membership

Choose your Associations

AAHPERD membership includes membership in any two Associations. Please prioritize your choices. Students may join only one Association.

- 1 2 American Association for Active Lifestyles and Fitness
- 1 2 American Association for Health Education
- 1 2 American Association for Leisure and Recreation
- 1 2 National Association for Girls and Women in Sport
- 1 2 National Association for Sport and Physical Education
- 1 2 National Dance Association

Research Consortium For those interested in research. (Select this in addition to your association affiliation(s) at no extra charge to you.)

Choose your Professional Journals

- Journal of Physical Education, Recreation & Dance*
- American Journal of Health Education*
- Research Quarterly for Exercise and Sport*
- Strategies*

You receive a subscription to one professional journal with your membership in AAHPERD. Subscriptions to additional journals are only \$25 each per year.

Figure your dues

AAHPERD Professional Membership \$ _____
OR (\$125 per year)
 AAHPERD Student Membership* \$ _____
 (\$45 per year)
 Additional Professional Journals \$ _____
 (\$25 per year)
 Foreign Postage (*Outside U.S. & Canada*) \$ _____
 add \$8 per journal including Update.)
TOTAL DUE \$ _____

*Proof of full-time student status required. Please attach photocopy of current student ID or other proof.

Payment Options

- My check is enclosed for a full year's Membership.
- Please charge my VISA MASTERCARD AMEX
- Annual Payment Quarterly Payment*

Card No.

Expiration Date: _____

Signature: _____

*Quarterly payments (credit card only) renew automatically until canceled by you.

Signature _____

| |
|---------------------|
| For Office Use Only |
| DepDt: _____ |
| Ck #: _____ |
| Amt: _____ |



AAHPERD 2006

National Convention & Exposition

April 25-29 Salt Lake City Salt Palace Convention Center

AAHPERD 2006

Visions
for our Future
Reflections
on our Past

Convention Registration

Housing Reservations

online

www.aahperd.org

Questions?

1.800.213.7193 ext. 532

conv@aahperd.org

Exhibit

Exhibit Promotions Plus

1.410.997.0763

aahperd@eponline.com

Advertise

Advertising Manager

1.800.213.7193 ext. 468

advertise@aahperd.org

Sponsor

Director of Fund Development

1.800.213.7193 ext. 423

funds@aahperd.org

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

In Partnership with Southwest District AAHPERD & Utah AHPERD

About VAHPERD

Mission Statement

VAHPERD is a professional association of educators that advocate quality programs in health, physical education, recreation, dance and sport. The association seeks to facilitate the professional growth and educational practices and legislation that will impact the profession.

VAHPERD Values

- Excellence in teaching, research and educational practices in HPERD and related professions
- Positive efforts to promote our disciplines
- Professional integrity and high ethical standards
- Effective communication within and between members and related professionals
- An active and healthy lifestyle
- Embracing the role of special and diverse populations

VAHPERD Priorities

Member Services
Communication
Marketing and Promotion
Education

Visit VAHPERD's Web Site

www.vahperd.org

Learn About:

| | |
|-------------------|--------------|
| VAHPERD | Membership |
| Leadership | Publications |
| Divisions | Resources |
| Students | Links |
| Awards and Grants | Forms |



Schoolwide Excitement. Community-wide Benefits.

Students love the energy and action of Jump Rope For Heart and Hoops For Heart. But schools love these fun events for the lessons they teach. Like the benefits of physical activity, the satisfaction from community service, and the importance of fighting heart disease and stroke.

Learn more about how your kids can support cardiovascular research and save lives.
Call 1-800-AHA-USA1 or visit americanheart.org.



Did you know?

- Obesity and physical inactivity are major risk factors for cardiovascular disease.
- More than 9 million children are overweight and 36 percent get no exercise.
- Cardiovascular disease ranks as the No. 3 cause of death for children under age 15.
- Obesity among our nation's youth has tripled in the last 15 years.
- American children ages 2-17 spend more time watching television than any other activity except sleeping.



Jump Rope For Heart and Hoops For Heart benefit the American Heart Association and are co-sponsored by the American Alliance for Health, Physical Education, Recreation and Dance.



The Virginia Journal Publication Specifications

Submission Deadlines:

January 15 and July 15

Manuscript Specifications:

All manuscripts and announcements should be submitted by email as a WORD attachment. See page 31 for more information.

Authors:

Please include your name, position, address, email address, and telephone number. Authors are strongly encouraged to be members of both VAHPERD and AAHPERD.



HAVE YOU MOVED?

*Please send your change of address
information to:*

Dr. Jack Schiltz
Executive Director
jschiltz@vcu.edu

The Virginia Journal

Department of Health & Exercise Science

Bridgewater College
403 East College Street
Bridgewater, VA 22812

PRSR STD
U.S. Postage
PAID
Roanoke, VA
Permit No. 495

Please submit a manuscript or announcement for our next issue.