

**The**  
**Virginia**  
**Journal**



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

SPRING 2006

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**The Virginia Journal  
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# TABLE OF CONTENTS

Volume 28, Number 1

SPRING 2006

President's Message .....2

Executive Director's Comments.....2

Past President's Message.....3

President-Elect Message .....3

Journal Editors Remarks .....4

Jumping Across the State.....4

For Dance Enthusiasts.....5

In Memory - Elenor W. Bobbit.....5

Health for Success in Virginia Training Sessions: Family Life  
Education and Much More.....6

Chesterfield Public Schools: "GOT PEP" PE Program .....6

Sharing Our Strengths Health Lesson Ideas .....7

The Bad, the Ugly, and the Good .....8

Professionalism in Physical Education .....9

Getting Started: Jobs Galore in the Sports Marketplace.....10

Taking a Closer Look at Heat Packs and Improved Flexibility.....12

Family Recreation: You're doing a great job, Mom!!.....13

Body composition, weight preferences, and dietary macronutrient  
intake of summer college baseball players .....16

Teacher of the Year Awards .....20

VAHPERD Officers & Directors.....21

VAHPERD Membership Application.....35

Guidelines for Manuscript Submission.....36

VAHPERD Convention - Presentation Application .....37

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## President's Message

By Judy Clark

It takes a village to put on a convention. Okay, so that's not quite the quote, but it has a particular meaning that rings true. Virginia was the host for the Southern District of AAHPERD Convention in March and we were wonderful. Thank you so much to all the people who gave so generously of their time and talents to



make that convention a big success. A special thank you goes to Judy C. Johnson for consenting to be convention manager and then taking on extra duties. Another special thanks to Dr. Jack Schiltz, Dr. Bob Davis, Carolyn Chittenden, Dr. Beverly Zeakes, and Dr. Vonnie Colvin for heading up the majority of the organization that happened. And big thank you to Virginia Beach Public Schools, Steve Knott, and Bill Deck for helping with the AV equipment and various necessary details.

We can take pride in our members who have received accolades this Spring. Gwen Hairston of Albemarle County Schools has received the Southern District Elementary Physical Education Teacher of the Year Award. At this writing she is preparing to go to the AAHPERD Convention in Salt Lake City and compete for the National distinction. We know she will do well and we wish her lots of luck to get through a very strenuous screening. Our own Kay Oldaker Schiltz of Chesterfield County Schools has been named National Health Educator of the Year, K-12, by the American Association of Health Educators. WOW!!! What an honor and so well deserved. Congratulations to both of you.

I hope you are planning on attending our VAHPERD Convention at the Cavalier Hotel in Virginia Beach in November from the 3<sup>rd</sup> to the 5<sup>th</sup>. We have some phenomenal programs ready. We have some national teachers of the year, some dance educators from Virginia and North Carolina, and some of our own Virginia teachers coming to share what works for them and their students. We are hoping for more exhibitors since we have more room this year. We are going to have a great time and it's a bargain price when you compare it to other conventions. Last year we had almost 150 presentations, and we have room for more this year. We will be right on the beach, so recreation possibilities are a close possibility (should the weather cooperate—and it will!). I hope you plan to see the footsteps that others have followed, the footsteps they have created for themselves, and to plan the pathways you will forge for yourself.

I hope you will also come to honor those among us who have created pathways that were needed for VAHPERD to prosper and endure. There are many unsung pathfinders in our midst who don't trumpet their own abilities, but who lend us their time and talents without a second thought. I hope each and every one of you have someone you know whose pathway and footsteps you can follow to get started – and someone you will allow to follow your footsteps to build toward tomorrow.

See you in Virginia Beach,  
Judy

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## Executive Director's Comments

By Jack Schiltz, Executive Director

### Comments

This will be my last report as Executive Director. It has been a pleasure helping the organization grow into one of the outstanding state organizations in AAHPERD. I have included a historical perspective in my discussion as it might help you better appreciate your organization.

### Investments

It is truly rewarding to see how an organization with a sound investment policy and fiscally conservative Board of Directors can increase the financial stability of an organization. If future Boards of Directors can support similar responsibility the organization will have over one million dollars in seven years. Before operational budgets are designed to draw from investment funds the million dollar goal should be met. One million dollars would give the organization approximately ten years to modify budgets and seek other means of income in the event that Hoops and Jump programs stop.

Type	Sept 01	Sept 02	Sept 03	Sept 04	Sept 05	Jan 06
Short term	-	54,699.31	58,618.75	60,589.68	62,634.58	64,319.00
Securities	313,982.87	246,254.13	310,570.00	349,917.23	400,790.97	433,923.00
Mays	5,008.52	5,417.99	5,820.44	5766.78	5,927.88	6,050.00
AIAW	20,034.07	21,671.97	23,281.83	23,820.44	24,479.65	25,011.00
Total	339,025.46	328043.42	398291.57	440094.13	493,833.08	529,312.00

### Operational Budget

The 2005-06 budget is no longer a balanced budget. The Board has voted to increase expenses \$3,000 over income. Although this is a generally very unwise strategy, the design of the budget was difficult due to an assumption of having no expenses at the SD convention and not having a 2005 state convention. However, when expenses occurred, they were placed in the appropriate convention line for better future budget analysis.

#### Income:

The only discouraging thing of the income side of the budget is the membership line item. The \$21,000 projected figure will be approximately \$6,000 short unless registration at the SD convention is outstanding. All other line items are within reason and projected to be within budget.

#### Expenses:

Virtually all line items are within reasonable limits at the present time. More accurate calculations can be made after the Southern District convention where most expenses will be made.

### Membership

Generally membership increases significantly at the state convention. As our state convention will be with the SD convention a fairer assessment can be made after the SD convention. Data bases have been created to make contact with every member, every public and private school in the state, and every Jump and Hoops coordinator, and every AAHPERD member. A new promotional

*continued on page 3*



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## Past President's Message

By Bob Davis

Advocacy is extremely important to our profession, and the best advocacy comes through quality programs. It has to be added, however, that the worst publicity is terrible programs. As I move around schools, I see too many physical education programs that have extremely questionable activities and games; elimination games, low participation games, relays, and dodge ball are still popular among many elementary physical education teachers and about the only thing classroom teachers offer during physical education. I also see many individuals spending considerable time on what they term "integrated physical education activities" that are actually low participation games and activities designed to teach academic subjects; there is little movement with the emphasis on cognitive gains in language arts, science, math, or social studies rather than physical education objectives.

To advocate, we must have quality programs and quality programs have nearly all the students moving nearly all the time. Too many children have little activity in physical education; the authors of one recent study reported only five minutes of vigorous activity in elementary physical education classes. The VAHPERD's Outstanding Health and Physical Education Programs (OHPEP) is a way to create quality programs. OHPEP personnel promote maximum participation in physical education programs; one motto they use is, "You can't get fit while you sit." This says a lot about what a physical education program should be.

The obesity crisis is an opportunity to increase our programs but our effectiveness in this endeavor is dependent upon quality programs in all our disciplines, health, physical education, recreation, and dance. We must get people moving. Researchers have found that overweight children do not eat much more than their lean peers, they are just not as active. We need to get people moving through physical education, recreation, and dance programs. The health of our nation depends upon it.

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## Executive Director's Comments

*continued from page 2*

brochure was developed by the membership committee. Members can now join on line.

If you know someone who is not a member tear out the membership form in this journal and give it to them. We need a membership twice as large as the present one. I look forward to seeing many

Type	4-30-02	4-30-03	4-15-04	4-30-05	2-15-06
Associate	992	828	918	880	816
Student	308	249	262	180	160
Life	120	121	122	118	124
Total	1420	1198	1302	1178	1100

of you at future conventions and wish you well in your quest to be master teachers and professionals.

Jack Schiltz  
Executive Director

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## President-Elect Message

By Kerry J. Redican

Like most of you, I will be attending SDAAPERD convention in Virginia Beach. I have seen a draft of the convention program and it is full of interesting and innovative workshops, presentations, and fun activities. The convention program also shows that VAHPERD members are very active. This is a great opportunity to not only network with our Virginia colleagues but also our colleagues from Arkansas, Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, and Texas.

Advocacy efforts continue to be a top priority for AAHPERD. SDAAPERD's Strategic Goal # 1 is to "increase advocacy efforts." I will be participating in the Advocacy Workshop where I will present an update to our advocacy plans originally presented at the 2004 SDAAPERD convention. The state plans are all grounded by the best practices within our professions.

I will also be attending the SDAAPERD Representative Assembly. A review of last year's State Reports from the Assembly shows that we are as active and in many cases even more active in promoting HPERD as the other states. It is clear we do much in light of limited resources. Important information from both the Advocacy Workshop and the Representative Assembly will be included in the next issue of The Virginia Journal.

This is an unusual year since we will have two conventions. SDAAPERD in March, 2005 being the first and our regular state convention November 2-5, 2005 at the Cavalier Hotel in Virginia Beach being the second. We are well into the process of planning our November convention and with that in mind it is now time to submit proposals for the convention. Presentation submission forms can be obtained from any Division officer or from the VAHPERD website <http://www.vahperd.org> Please don't wait – submit your proposals as soon as possible.



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## Journal Editors Remarks

By Dave Sallee

### Thanks a million Jack!

The picture on the front cover of the journal is Dr. Jack Schlitz. If you have been a member of VAHPERD for very long you are probably familiar with Jack. He has been the executive director for VAHPERD since 2000. Jack is retiring this year. I felt that it was only fitting that we take a moment to honor Jack for all he has done for VAHPERD.

It saddens me to see Jack leave. People like Jack are irreplaceable. He has been an active member of VAHPERD for 37 years. He has been a section chair, vice president, president, convention manager, executive director, and basically every other position you can imagine. You don't replace people like that. You look up to them and hope that someday you can be as giving as they are.

When I told Jack I wanted to write this story he sent me some information. Jack has spent the majority of his career as a professor. His resume is impressive. I could tell you that he has been a proficient author and researcher. I could tell you of the grants he has received. I could tell you about his dozens of teaching and service awards. I could tell you about his athletic success. To say the least his accomplishments are impressive. What I prefer to tell you are some of the other things Jack mentioned. In his resume he had one line that described his profession. He wrote schoolteacher. Not Professor Emeritus, just schoolteacher. He listed the accomplishment of his wife (Kay Oldaker Schlitz) who is the national health educator of the year. He wrote that he is an eagle scout, a husband, and a father of three sons. By the way all of that information was on the first page. I have only known Jack for a few years, but I think that says a lot about him. He chose to write about family, honor, and service before he ever mentioned anything about his accomplishments. You inspire me Jack. Maybe one day I will be able to look back and see that I have made a tiny bit of the contribution you have made to the lives of others. Happy retirement Jack! You will certainly be missed.



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## Jumping Across the State

The following schools are the top fundraisers for Virginia:

1. Spring Run Elementary School, Midlothian	Ginny Heintzelman	\$31,009
2. Gloria Dei Lutheran School, Hampton	Mary Austin	\$26,955
3. Twin Springs Elementary School, Danville	Vic Hardy	\$24,375
4. Cool Spring Elementary School, Mechanicsville	Renee Blackwell	\$22,556
5. Mill Run Elementary School, Ashburn	Mike Kilgannon	\$20,967
6. Nottingham Elementary School, Arlington	Bobbie Pugh	\$19,689
7. Alberta Smith Elementary School, Midlothian	Mary Beth Lowery	\$17,545
8. Leesville Road Elementary School, Lynchburg	Tracy Olivas	\$16,178
9. Great Bridge Primary School, Chesapeake	Thomas Moyer	\$15,482
10. Coventry Elementary School, Yorktown	Robbie Carmines	\$15,255

Virginia is also the recipient of some national awards as well:

### Rookie of the Year – JRFH

Spring Run Elementary School, \$31,009  
Ginny Heintzelman

**Open Door Award** – Recognizes a JRFH or HFH volunteer that has helped bring other peers into the program by 'opening doors.'

Honorable Belle S. Wheelan, Commonwealth of Virginia  
*Instrumental in opening the door to Chesterfield County!*  
The Honorable Belle Wheelan who began serving on the Mid Atlantic Affiliate Board of Directors was approached by Dr. Billy Cannaday, Chesterfield County School Superintendent. Because of that friendly exchange, Chesterfield County is now open to the Mid Atlantic Affiliate. This first year, 18 schools completed a Jump or Hoops event.

**Do you like to save money?** Go to [www.aahperd.org](http://www.aahperd.org) or [www.vahperd.org](http://www.vahperd.org) for the following information and forms:

- JRFH event holders can save 40% on AAHPERD membership just by being involved for 3 or more years.
- Win Outstanding Coordinator of the Year Award and get an all expense paid trip (up to \$1000) to the AAHPERD National Convention.
- Win a JRFH Grant to subsidize your AAHPERD membership and provide the opportunity to purchase equipment for your physical education program.

*continued on page 5*

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## For Dance Enthusiasts

Pam Palmer

VAHPERD Dance Division - Vice President

If you are interested in presenting and/or teaching a dance workshop for the 2006 VAHPERD Convention please fill out a presentation application as soon as possible. Dance companies that wish to perform at the convention are also invited to apply. The application can be downloaded from the VAHPERD web site ([www.vahperd.org](http://www.vahperd.org)) or you can make a copy of the application that is included in your journal.

We would like to incorporate a bit of "Dancing with the Stars" Ballroom dancing as well as, modern, jazz, hip-hop, ballet, Latin, sacred, and any other type that I may have forgotten to mention. We also would like to continue with our "Kaleidoscope" Program, which is a showcase of any and all types of dance performed by student dancers and dance companies. Please contact us as soon as possible. Please help us make our Dance Division VAHPERD conference an event to remember.



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## Jumping Across the State

*continued from page 4*

- Also find out information at that same website for donating the thank you gifts to schools in Louisiana and Mississippi that were devastated by Hurricane Katrina.
- Interested in a JRFH demonstration team visiting your school?

The following teams represent Virginia and the American Heart Association in promoting JRFH events by teaching skills and providing entertainment:

**Royal Dutches**, Norfolk

Qwenesta White

**Annandale Terrace Jumpers**, Annandale

Martha Huggins

**Swingers**, Chesterfield

Gail Kingrey

**Lightning Leapers**, Winchester

Jason Tresidder

**Bouncing Tigers**, Yorktown

Bette Seymore

Contact Kathy Gay Groves email [kathycgay@att.net](mailto:kathycgay@att.net) or phone 434-286-4649 for more information.

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## Honoring Years of Excellence

### Eleanor W Bobbitt

Dr. Eleanor W. Bobbitt received the prestigious "President's Award" at the SDAHPERD convention, March 4, 2006, in Virginia Beach, VA. Her years of exemplary leadership and service to the profession were recognized and commended.

Below is one of Dr. Bobbitt's poems read during the tribute.



### Which Choice Will You Make?

Eleanor W. Bobbitt

May, 1979

Which one will you choose in your journey through life: A spectator or participant be? Wait not long the choice to make, for time and life quickly flee!

Some will decide that mankind's problems can be solved by the others and theys, But if each of us fails to do his part, we may view the future with "dismays."

For the gulfs and divisions between nations and men, cannot be bridged alone. Together we must stand, with hands clasping hands, at least that's what history has shown.

There's much to know, and much to be done, the world needs a commitment from you. Accept the task and once you do, be determined to see each through.

In the journey through life, to thine own self be true. Become the person you are meant to be. Help blend the pronouns you and me...into the plural we.

Look at the flowers in all their glory. View life in a similar way, As a gift of beauty, no greater wealth, spend it wisely within each day.

When obstacles appear as stumbling blocks, and your efforts and strength seem in vain, Look up...get up...stand tall...and vow you will try again.

Remove the IM from impossible. Let your thoughts and your dreams soar. For he sees the farthest that climbs the highest. Keep courage and continue to explore.

Be the best you can be, each day of your life. Spread happiness along the way. For the person you have to be better than...is the person you are today.

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*Putting the Best Foot Forward with Staff Development*  
**Health for Success in Virginia  
Training Sessions: Family Life  
Education and Much More**

**Longwood University**

**July 17-20, 2006**

*Fran Anthony Meyer, Ph.D., CHES*

Mark your calendar for the annual *Health for Success in Virginia Training Sessions* (HFS), July 17-20, 2006, at Longwood University. Look for new training sessions as well as some of the traditional, favorite workshops. To see a listing of some of these traditional workshops, visit the redesigned website for the Virginia Comprehensive Health Education Training Center (VCHETRC) <http://longwood.edu/vchetrc/>. Also look for a new registration format for the 2006 HFS.

When registering, invite additional staff members from your school system and community to come with you, such as: classroom teachers (elementary, middle, and secondary), instructional specialists, administrators, nurses, counselors, social workers, parents, and community-based educators. Educators in higher education are welcome participants also.

HFS participants may receive teacher recertification credits through their school divisions or CEUs through a local university. CHES units are available for those certified by the National Commission on Health Education Credentialing. Additionally, participants may apply for three graduate credit coursework through HFS.

Federal funds issued through the Virginia departments of education and health help keep registration fees at a minimum (\$50.00 per person) for one to four days of training. The registration fee includes on-campus meals, lodging for double rooms (including basic linens), and training materials. All participants must pre-register by June 19, 2006. There is no onsite registration.

Registration information will be distributed in the early spring through the Virginia Department of Education and several partnering organizations: Virginia Department of Health, VAHPERD, and the Virginia Comprehensive Health Education Training and Resource Center (VCHETRC).

Questions about the registration process may be addressed to VCHETRC: Fran Anthony Meyer (540-786-4896; [meyerfa2@aol.com](mailto:meyerfa2@aol.com)) or Katie Smith (434-395-2454; [vchetrc@longwood.edu](mailto:vchetrc@longwood.edu)). Questions about the workshop content may be addressed to Caroline Fuller at the Virginia Department of Education (804-225-2431; [Caroline.Fuller@doe.virginia.gov](mailto:Caroline.Fuller@doe.virginia.gov)). Make plans to attend the *Health for Success in Virginia Training Sessions*, July 17-20, 2006.

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## **Chesterfield County Public Schools: "GOT PEP?" PE Program**

*By Vicki Miller*

The Physical Education Program in Chesterfield County Public Schools was awarded a three year Physical Education for Progress \$1.2 million dollar (PEP) grant through the U.S. Department of Education! The Department of Education received over 1,500 applications nationwide and awarded 237 grants. Chesterfield County Public Schools was the only public school system in Virginia to receive this grant for the school years 2005-07.

The purpose of this grant is to provide funds to initiate, expand, and improve physical education programs. The program we have developed for CCPS students and teachers, Chesterfield Physical Education Institute (CPEI), will be implemented over a three year period and supports Chesterfield's vision to produce self-directed learners. Our school superintendent, Dr. Billy Cannaday expresses his support of the "GOT PEP?" Physical Education training by stating, "Personal success for each student requires fit minds, fit bodies, and strong values. Physical education must inspire the application of these attributes in our daily lives and for a lifetime."

### *Program highlights:*

- Intensive, systematic training for K-12 HPE teachers highlighting the philosophy, implementation, and assessment of a PE program that focuses on lifetime physical activities for all children.
- CPEI will provide continuing education/staff development opportunities for K-12 HPE teachers.
- Emphasis on lifetime wellness for all students through PE programs implementing pedometers, heart rate monitors and bicycles. CPEI will focus on fitness equipment and training for special needs students.
- Collaboration with Chesterfield Coalition for Active Children (COACH) and support of community-based fitness events (PTA Family Fitness Nights).
- Technology-based tools and training for principals and assistant principals to use in assessing quality Physical Education programs.

Each year's CPEI will consist of nine days of exciting training opportunities. Nationally or regionally known experts will provide instruction in current research and strategies for integrating content into the classroom. This is what we would like to accomplish with our "GOT PEP?" training: P – "Professionalism": Attend and participate in the summer Physical Activity Institute and (4) PEP Inservices in Chesterfield. E – "Education": Continuing education is essential to staying up-to-date with the latest research and practices in the field. P – "People": The overall goal of the CPEI is to improve student achievement by empowering teachers on their "Journey to Excellence" through quality PE instruction. We will also be able to send 80 teachers to the VAHPERD convention and 45 teachers to the Southern District Convention.

Lynne Bennett will serve as the Project Director and Vicki Miller will serve as the Training Coordinator. Over the course of the grant, 220 Health and Physical Education teachers will receive training to enable all CCPS students to develop fitness for life one day at a time.



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# Sharing Our Strengths Health Lesson Ideas

Charlotte Guynes

## A Look At Ripley's

Grade: 6-12

Equipment: paper, pen, construction paper, markers

Objective: to demonstrate consumer choices

Method:

Explain to the class that this will be a two-day activity. Divide the class into groups of 3-4 students. The students are to brainstorm within their groups to create a "make believe" consumer product.

Each group is to use the following product criteria:

- 1) have an original name
- 2) give the product's intended use
- 3) cost must be visible on product
- 4) give how/where product is available
- 5) give ingredients of product
- 6) give type of container product will in
- 7) list how this product will marketed to the public.

Once this information is completed by the group, it is to be listed on a sheet of paper and a "draft" sketch of the intended product is to be attached and turned in for evaluation purposes. Announce to the class that the actual product that they develop should be in three-dimensional form, and that they may either choose to be artistic themselves, or use computer graphics with their design(s) when appropriate.

The second day, give the class about 20 minutes to develop a clever commercial using their "make believe" product. Next, have each group take turns coming to the front of the room to display and present their new commercial product. After each group has had an opportunity to give their commercial; ask the class to judge which group had the best commercial, and which one had the best (most believable) product. Discuss how quackery affects the American public, and how this type of consumerism is dangerous to our health.

### Lesson Focus:

This experiential activity will provide students an opportunity to use their artistic and innovative talents while addressing product consumerism.

## Making the Connection

Grade: 7-12

Equipment: flash cards with health-related vocabulary, stopwatch

Objective: increase knowledge base and retention of health-related terms

Method:

A flash card with a health-related term printed on one side is handed to each student in the class. Students are then instructed to mingle about the classroom and locate two other vocabulary terms that are associated to the one they hold (e.g. retina + lens + cornea). Each time a correct word association group (consisting of three appropriate terms) is completed, a point is earned for each group member. These points can be converted into bonus points for the next unit exam, or a trip to the fruit juice vending machine at the end of the month, etc.

To provide additional challenges: have the three students verbally explain the association between the words in their group (using the above example, the association is that all three terms belong to the eye, and that the light enters the eye through the cornea and is focused on the retina by the lens). A stopwatch can also be used to determine how quickly the groups correctly assembled their words together and responded with the appropriate association. Points are awarded according to the time recorded (e.g. one minute = 5 points, two minutes = 2 points, three minutes or more = 1 point) for each team/team member.

### Lesson Focus:

This activity can easily be used as an introduction to acquaint students with relevant and important health vocabulary to be discussed in a health unit, or as a review of content before exam time. Either way, students enjoy the freedom of moving about while experiencing competition, and retention of health-related terms can be enhanced/increased through this exercise.





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# *The Bad, the Ugly, and the Good*

*Steve Jefferies*

Last month in addressing the obesity crisis, I suggested that the status of children's health was in fact far worse than most people think. Figures of 16% obesity merely represented a nationwide average. Locally, and especially among low socioeconomic groups and black and Hispanic populations, far higher youth obesity rates are evident.

With no obvious solution in sight, and knowing that today's adults (about 66% of whom are reportedly either overweight or obese) were less overweight as children than today's youth, the health picture 20 years from now is alarming. It will affect all of us. Health problems will derail careers. Family life will suffer because of sick parents. And all of us will struggle to meet spiraling health care costs. Within the next two decades, it's not just going to be children who are left behind!

Today's health crisis is a multidimensional problem that is too often being addressed by well-meaning, but uncoordinated efforts. Regardless of best intentions by individuals or groups, single-track efforts will not be enough to significantly impact the obesity crisis. What needs to happen to solve the obesity crisis is clear. To maintain a healthy weight people need to balance their diet with their activity level. People who are overweight need to consume fewer calories than they burn. They can do this by eating less, becoming more active, or a combination of both. For most people it's that simple. But what we don't know is how to make it happen within a largely unsupportive environment.

Today's physical activity recommendations call for children ages 5-12 to accumulate at least 30 to 60 minutes of age appropriate, and developmentally appropriate physical activity from a variety of activities on all, or most, days of the week. An accumulation of more than 60 minutes, and up to several hours per day, of age appropriate and developmentally appropriate activity is encouraged. Adolescents should be physically active daily, or nearly every day and engage in three or more sessions per week of activities that last 20 minutes or more at a time, and that require moderate to vigorous levels of exertion.

Sadly, even if all of our students followed these guidelines it wouldn't significantly reduce youth obesity. Thirty minutes of daily physical activity is simply not enough to counter 6-7 hours of mostly sitting in the classroom. So let's improve the situation. How about if we added before-school activity programs, required recess (no more withholding to finish work!), and integrated physical activity into classroom instruction to raise activity levels to average 1 hour a day. Would this increase be enough to counter the mostly sedentary activity of the school day, plus the remaining perhaps 6 plus hours of sedentary activity within the average home? Think about it. One hour of activity versus 12 hours of inactivity. What's your conclusion?

A similarly depressing scenario faces us with nutrition. Assuming that school lunches are nutritious, and knowing that a high proportion of today's students qualify for free and reduced lunches, we know that many students have the opportunity to eat at least one nutritious meal a day. But if a high proportion of these same students eat calorie rich and nutritionally deficient meals for the remainder of the day, how will this impact their weight?

We know that many will snack after school on junk food. We

know that classroom teachers persist in rewarding students with junk food treats, and hosting birthday cake celebrations throughout the school year. And we know that no healthy school meals are available to students on weekends or during vacations. The impact of junk food is clear. For most students, walking for 30 minutes burns about 100 calories. Drinking a can of sugared pop or fruit juice adds about 150 calories to a student's diet. And how many of our overweight students drink the equivalent of only one soda daily or limit their snack choices to fruit and vegetables?

So what can be done? As noted earlier, the solution is simple to state, but daunting to implement. We need to promote habitual physical activity and good eating from birth. We need to find ways to increase our children's daily physical activity and balance, or if already overweight decrease caloric intake. To do this we must find ways to address all behaviors that can positively or negatively impact these two related goals throughout the student's day: a day that begins when they wake up and ends at bedtime.

Children who wake up to television or video games and don't eat a nutritious breakfast begin disadvantaged. Children who are transported by parents from home to the school gates lose opportunities for physical activity. Children who don't spend time on the playground before school miss out again. Classroom teachers who fail to take activity breaks with their students, withhold recess, and don't integrate activity into instruction assure their students of more sedentary hours.

By early afternoon, the majority of our school-aged students will have accumulated up to 8 hours of inactivity. If, as in many elementary schools they receive physical education twice a week for 30 minutes at a time, even on a PE day that's still only about 1/16 of their day. But it gets worse. Most children are now transported home, or to day care on buses and in cars, where they will immediately snack before starting into the 4-6 hours of free time before bed. What do they do? On average, young people aged 2-18 spend over 4 hours a day watching television, watching videotapes, playing video games, or using a computer.

The situation is bad and likely to get ugly. So where you wonder is the good? Here it is. In this desperate situation who is doing the most to help our children? Who ensures that all children that attend public schools are physically active for at least part of the school week? Who is responsible for making sure that all children receive instruction in the kinds of movement skills needed to participate in recreational and competitive sports, games, and physical activities? Who gives children the knowledge they need to stay healthy, and tries to motivate children to eat better and choose to become physically active? Public school physical educators are doing more than any other group - including parents - to get America's youth moving towards a healthier lifestyle.

While it's easy for us to be despondent at how little we can do to change the direction of the obesity epidemic, we have good reason to celebrate the fact that we are not just doing something, but rather that America's physical educators are on the front line of efforts to combat the health crisis facing our nation's children and youth.

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# *Professionalism in Physical Education*

*By Sharon Welch*

VAHPERD Vice-President Physical Education Division

Are you a vital member of your school staff or just the “gym teacher”? You don’t teach the room you teach children the skills needed for a healthy life. Are you an active member of the staff during faculty meetings or do you sit in the back of the room and develop your athletic practices? These are the activities that undermine respect for you as an educator and full member of the staff. Each one of us needs to show that our role is vital for the success of our school system. By participating in committees and meetings the staff at your school will recognize the contributions you can make to the overall educational experience. We each must choose to act as a professional in every thing that we do if our discipline is to survive

Professionalism begins everyday in the way you prepare for your students. Are you ready to teach students by preparing lesson plans that are developmentally appropriate? Do you follow the curriculum or just do activities based on your own personal choices instead of student needs? Classroom teachers are expected to follow the curriculum and be prepared with lessons using objectives for student learning. After every class ask yourself what your students learned in Physical Education today. By structuring activities using learning objectives your students are more likely to learn what you intended. Try beginning your lesson with a review of the skills presented in the previous class? This procedure will help your students make the connection between previous skills and new material that will facilitate learning retention. No one learns anything by hearing it one time.

Professionalism extends beyond the classroom as well. There are opportunities all around you. What about using your expertise to start an after school fitness group for the staff? Many people just need a little encouragement to get started. Initiating an exercise group after school with the staff will give you an additional way to connect with other teachers and build support for your program. Is there a way for you to get involved with the staff development program for Physical Education in your school system? Does your school system’s curriculum need to be revised? Find out how you can be involved in this process. Is there a way for you to meet with other teachers to share ideas?

It is all of our responsibility to support the organizations that are promoting our interest as educators. Are you a member of any professional organizations? Do you attend workshops or conventions? Do you share ideas with other Physical Education Teachers? VAHPERD is the perfect forum to get involved in your profession through attending the convention, serving on committees and sharing ideas with others. Are you a member of AAHPERD? Our national organization has been instrumental in developing the National Physical Education Standards, the PEP Grants, and the NASPE website to meet the needs of teachers through the Teacher’s Tool Box and the NASPE Forum. When you join AAHPERD you can choose to receive the Journal of Health, Physical Education, Recreation and Dance, NASPE News and or other journals. These will keep you updated on current trends in

our profession. In June NASPE sponsors the NASPE Teacher of the Year Workshop in Northern Virginia. This year it is scheduled for Saturday, June 24 at Marshall High School in Falls Church, VA. What an opportunity to learn the latest innovative programs from the year’s best teachers!

Start now by building your program within your own school. If you want other teachers to take you seriously demonstrate the same competencies that they do in their classrooms and subject areas. Collaborate with classroom teachers to support the objectives they are teaching. See if you can integrate them into your lessons. At the elementary level share the objectives that you are teaching with the classroom teachers. Get involved in your school system through curriculum revision or staff development opportunities. Share your lesson ideas and Physical Education Program with others by presenting at your district or state convention. Join VAHPERD and AAHPERD today to stay informed.

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## *VAHPERD Board Members at Work*



Kevin Sperry and Jack O'Donnell



Sharon Welch and Vickie Miller

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# Getting Started: Jobs Galore in the Sports Marketplace

Michael Gardner - Senior, Virginia State University

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Virginia State University

A prominent career is what every college student dreams of achieving. After having invested several years of hard work, and thousands of dollars, finding the right job becomes a very important mission. Although the pursuit of this ultimate reward may be demanding at times, the vast opportunities available in the “World of Sports,” make the sports marketplace very attractive to a wide variety of students.

For savvy job seekers, there are a many more employment opportunities in the sports industry than are commonly known. Wealth of entry, mid, and top-level positions are available, particularly on a global basis.

The sports field is worldwide, yet many opportunities to land a career on an international level go unnoticed. For example, The International Olympic Committee is hiring right now for an Administrative Assistant for its Information Management Department. If you think you may be interested, you may elect to visit this website: [http://www.olympic.org/uk/utilities/job/index\\_uk.asp](http://www.olympic.org/uk/utilities/job/index_uk.asp)

Although there are many paths from which to choose, knowing where to find the job that best matches your interests and needs is critical. To offer a few additional suggestions on where to get started, the following websites may be scanned:

- [www.jobsinsports.com](http://www.jobsinsports.com)
- [www.sportsemploymentnews.com](http://www.sportsemploymentnews.com)
- [www.teamjobs.com](http://www.teamjobs.com)
- [www.sportscareers.com](http://www.sportscareers.com)

Listed below is a more detailed categorical description of selected sport management segments and accompanying websites that may also serve to accelerate your access to the “World of Sports” job market:

1. **Sports Journalism & Media** – Opportunities exist for those who are interested in becoming “sports announcers, sports news broadcasters, sports writers, live sports television directors, producers, production assistants, camera operators, audio engineers, and sports photographers.” Retrieved February 28, 2006 from the World Wide Web: [http://www3.ccps.virginia.edu/career\\_prospects/briefs/PS/SummarySports.shtml#journalism](http://www3.ccps.virginia.edu/career_prospects/briefs/PS/SummarySports.shtml#journalism).
  - a. [http://www.journalismjobs.com/search\\_jobs\\_all.cfm](http://www.journalismjobs.com/search_jobs_all.cfm)
  - b. <http://www.snd.org/jobs/jobs.lasso?ID=36590> – (Type in SPORTS)
2. **Facility Management** – This component is related to “the integration of multi-disciplinary activities within the built environment and the management of their impact upon people and the workplace.” Retrieved February 28, 2006 from the World Wide Web: [http://en.wikipedia.org/wiki/Facility\\_management](http://en.wikipedia.org/wiki/Facility_management).

- a. <http://comcast-spectacor.teamworkonline.com/teamwork/jobs/default.cfm>
- b. <http://www.indeed.com/>

3. **Sports Marketing** – “Sports marketers promote & manage athletes, teams, sports facilities, & sports-related businesses & organizations.” Retrieved February 28, 2006 from the World Wide Web: [http://www3.ccps.virginia.edu/career\\_prospects/briefs/P-S/SummarySports.shtml#journalism](http://www3.ccps.virginia.edu/career_prospects/briefs/P-S/SummarySports.shtml#journalism).

- a. <http://jobs.collegegrad.com/js/action/searchresults.asp>
- b. <http://www.sportsmarketingnetwork.com/index.shtml>

4. **Sports Medicine** - Opportunities to pursue careers as “athletic trainers, physical therapists, sport nutritionists and strength and conditioning coaches” relate to this category. Retrieved February 28, 2006 from the World Wide Web: [http://www3.ccps.virginia.edu/career\\_prospects/briefs/P-S/SummarySports.shtml#medicine](http://www3.ccps.virginia.edu/career_prospects/briefs/P-S/SummarySports.shtml#medicine).

- a. <http://www.healthcarejobstore.com/>
- b. <http://www.comphealth.com/website/jobseeker/jobseekerLP.vm>

5. **Public Relations** – Directors and assistants who work in this field interact with “fans and the media on behalf of teams, universities, or events. They arrange interviews, and provide statistics, and press releases.” They are also responsible for building and/or maintaining the image of their constituents. Retrieved February 28, 2006 from the World Wide Web: [http://www3.ccps.virginia.edu/career\\_prospects/briefs/P-S/SummarySports.shtml#journalism](http://www3.ccps.virginia.edu/career_prospects/briefs/P-S/SummarySports.shtml#journalism).

- a. <http://www.indeed.com/jobs?q=Advertising+or+Public+Relations&l=Tampa%2C+Florida&radius=25&from=rss>
- b. <http://www.talentzoo.com/jobs/default.aspx>

6. **Sport Tourism** – Practitioners “specialize in private-sector recreation, resorts, theme parks, transportation, travel, the recreation service and facility industry and hospitality-related fields.” Retrieved February 28, 2006 from the World Wide Web: [http://www3.ccps.virginia.edu/career\\_prospects/briefs/P-S/SummarySports.shtml#journalism](http://www3.ccps.virginia.edu/career_prospects/briefs/P-S/SummarySports.shtml#journalism).

- a. [http://www.hlst.heacademy.ac.uk/resources/sport\\_leisure\\_mgt.html](http://www.hlst.heacademy.ac.uk/resources/sport_leisure_mgt.html)
- b. <http://www.hospitalityjobs.hcareers.com>

7. **Event Planning** – Opportunities in this category exist for those who love to “plan, market and promote conventions, meetings, seminars and expositions.” Retrieved February



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28, 2006 from the World Wide Web: [http://www3.ccps.virginia.edu/career\\_prospects/briefs/P-S/SummarySports.shtml#journalism](http://www3.ccps.virginia.edu/career_prospects/briefs/P-S/SummarySports.shtml#journalism).

a. [http://www.dailyplan-it.net/Event\\_planning\\_jobs.htm](http://www.dailyplan-it.net/Event_planning_jobs.htm)

b. <http://www.prsa.org/jobcenter/main/>

8. **Hospitality Management** – This category is suited for those who have an interest in: “managing and working in hotels; specializing in front desk management; or working in the human resources, accounting, marketing, housekeeping, food & beverage, and technology” components of this industry. Retrieved February 28, 2006 from the World Wide Web: [http://www3.ccps.virginia.edu/career\\_prospects/briefs/P-S/SummaryHotel.shtml](http://www3.ccps.virginia.edu/career_prospects/briefs/P-S/SummaryHotel.shtml).

a. <http://www.nobleinvestment.hospitalityjobs.hcareers.com/>

b. <http://www.worldwidelearn.com/online-education-guide/business/hospitality-management-major.htm>

9. **Intercollegiate Athletics (Athletic Director)** Practitioners in this capacity are responsible for: establishing the vision for the organization; motivating and leading diverse groups of individuals; managing budgets, facilities, and equipment; ensuring compliance with relevant guidelines; and for marketing and promoting programs and events.

a. <http://nacda.collegesports.com/nacdajobs/nacda-nacda-jobs-athleticsdirector.html> b. <http://www.collegegrad.com/job/highschoolathleticdirectorjobs.html>

**10. General Manager of a Professional or Minor League Sports Teams**

-A General Manager has broad, overall responsibility for a business or organization. “The pro sports GM must direct the day-to-day operations of the individual divisions that make the team function. From administrative affairs, to public relations, to promotions, the GM must see that the separate levels work and work well together.” Retrieved February 28, 2006 from the World Wide Web: <http://www.sportscareers.com/sportsjobs/jpprosports/jpprosports.htm>.

a. <http://www.generalmanagerjobs.com/JS/Action/Searchresults.asp?q=y&key=General%20Manager&SType=1&I1=28>

b. <http://www.workinsports.sportsillustrated.cnn.com/article.asp?id=38>

11. **Sports Psychologist** - These professionals prepare the mind of an athlete, just as thoroughly as one might prepare his/her body. They are experts in “issues that are specific to the psychological well-being of athletes.” Retrieved February 28, 2006 from the World Wide Web: <http://sportsmedicine.about.com/od/sportspsychology/a/sportpsych.htm>.

a. <http://www.psyc.unt.edu/apadiv47/jobs.html> b. <http://www.bps.org.uk/careers/areas/sport.cfm>

12. **Equipment Manager** - These specialists “purchase, maintain, and inventory all the equipment needed by players and coaches” on the high school, collegiate, and amateur, and professional levels. Retrieved February 28, 2006 from the World Wide Web: [http://www3.ccps.virginia.edu/career\\_prospects/briefs/P-S/SummarySports.shtml#athletes](http://www3.ccps.virginia.edu/career_prospects/briefs/P-S/SummarySports.shtml#athletes).

a. [www.teamworkonline.com](http://www.teamworkonline.com)

13. **Ticket Sales/Operations** - Practitioners in this category are “in charge of ticket sales and marketing for sports events on a variety of levels.” Retrieved February 28, 2006 from the World Wide Web: [http://www3.ccps.virginia.edu/career\\_prospects/briefs/P-S/SummarySports.shtml#athletes](http://www3.ccps.virginia.edu/career_prospects/briefs/P-S/SummarySports.shtml#athletes).

a. <http://www.gamefacesoortsjobs.com/>

b. <http://www.teamworkonline.com>

14. **National Governing Bodies (Links to Selected Jobs)**

a. <http://ncaa.thetask.com/market/jobs/marketingpromotions/index.php>

b. <http://naia.collegesports.com/member-services/careers/AdministrativeStaffPositions.htm>

15. **Other Relevant Opportunities**- This category provides additional opportunities for your perusal:

a. <http://www.localcareers.com/seekers/search/translate.cfm>

b. <http://www.onlinesports.com/pages/Jobs.html>

c. [http://www.usolympicteam.com/30444\\_39533.htm](http://www.usolympicteam.com/30444_39533.htm)

d. <http://workinsports.sportsillustrated.cnn.com/employers.asp>

It is very important to have an optimistic and patient mindset while exploring the aforementioned and other opportunities. Don’t give up. In the end, it will be worth the trip.

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*continued on page 12*

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## Taking a Closer Look at Heat Packs and Improved Flexibility

Angela Mickle

Radford University

### Understanding Moist Heat Packs

Stretching to increase muscle flexibility is essential for some athletes to perform at optimal level (Koslov, 2003). In order to attain flexibility more easily, coaches and athletic trainers have consistently used moist heat packs (MHP) prior to stretching. The theory is that MHP will increase blood supply as well as muscle and tendon elasticity which would ultimately lead to a greater stretch in the muscle (Starkey, 2004). Other effects of heat packs include reduction of muscle spasm and pain which may be present during the stretching process. MHPs are usually applied for 10 – 30 minutes, and consist of a silica gel filled pad that is stored in a heating unit containing water at approximately 160°F.

### What the Literature Says

Although the use of heat packs is widespread, several studies have thrown doubt upon whether MHP actually help to increase the flexibility of muscles, especially in the hamstring muscle group. Taylor, Waring and Brashear (1995) studied the hamstring muscle length of 24 subjects. The subjects were subjected to three treatment situations: stretching only, heat and stretch, or cold and stretch. The subjects in the stretch only group laid on their stomachs for 20 minutes (the position of other subjects in the study), subjects in the heat and stretch group had a heat pack applied for 20 minutes and subjects in the cold group had a cold pack applied for 20 minutes. Following their treatment all subjects performed a 1 minute static stretch of the hamstring muscle. Results of the study indicated that flexibility increased across all treatment conditions, but neither the heat nor cold treatments were significantly better than stretching alone.

A similar study performed by Brodowicz, Welsh and Wallis (1996) found nearly identical results. In their study, 24 subjects were assigned to a heat group, a cold group or a stretch only group. One main difference of this study was that the subjects stretched while the ice or heat was applied to the body. Like the Taylor study, they found a significant difference between pre-test and post-test flexibility measures and they failed to find that the group receiving a heat pack achieved more flexibility than the group that just did stretching alone.

A more recent investigation by Cosgray et al. (2004) also supports the results of the previously discussed studies. In this study, 30 subjects received 3 treatments: a moist heat pack, a pneumatherm treatment (which is a deep heating type of modality), or a control treatment where they just laid comfortably for 20 minutes. Unlike the other studies discussed, subjects did not stretch after the experimental condition. Immediately following treatment, the hamstring flexibility was measured. Results indicated that the only condition to increase flexibility was the pneumatherm, and heat packs did not produce significantly more flexibility than the control.

## VAHPERD Board Members at Work



Steve Ames and Kerry Redican



Cetan Tameris and Charlotte Kelso

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### Jobs continued from page 11

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## ***Family Recreation: You're doing a great job, Mom!!***

The familiar old cliché assigned to women's leisure time, "*Leisure...what leisure!*", holds as much importance in family life and family relationships today, as once acknowledged by feminist researchers (Deem, 1986; Henderson, Bialescheski, Shaw, and Freysinger, 1989; Taylor, 1990; Wearing, 1990; and Wimbush & Talbot, 1988). The focus of early research has been to understand the meaning of leisure for women within the context of their lives; including family and the workplace. If leisure was identified in the mid-1980's as a "problem" area of women's experience, it is further complicated by the multi-dimensional nature of women's lifestyles today.

Literature on play recognizes the universality of the play experience. Therefore, one can question: within the wider realm of recreation and leisure, including play, is there a commonality of experience for western women, given the context of their varied lives? Thus this paper will address the literature and the "lived experience" in relation to the work women do which facilitates and serves participation in sport and recreational needs of others; in particular those persons of their immediate family (Thompson, 1999). Further, a discussion of sport participation for New Zealand women, while facilitating family needs, is contrasted with an brief exploration of the leisure lives of a cohort of women from the United States of America.

An acknowledgement is made that this paper addresses the lives of Caucasian women. However, with recognition of "woman's" experience, there are many similarities to the lives of women of color and other ethnic groups. To do justice to those women, any glimpse into their lives must be recorded within their cultural experiences, and preferably by indigenous researchers (Smith, 1999).

With women now being engaged in the wider realm of education, paid work, and the acceptance of multiple styles of parenting or motherhood, one must recognize the ever increasing importance of establishing, or maintaining a full and active leisure lifestyle. This is where the tension arises: balancing the needs of ones own, with those of one's family. Particularly, as women appear to be the social organizers of their family....women do most of the work in preparing for holidays, vacations, family gatherings and social leisure. (Freysinger and Kelly, 2004).

As a reminder, no matter whether a single-parent, dual-career parent, or a parent who is raising one's children, or care giving elderly parents, whatever the configuration of one's family....the similarities of the constraints to pursue one's own leisure may ring true. For example, from a single parent's journal

(Taylor, 1998):

*...participate with my 4 year old at pre-school 1:00 – 3:00 pm; rush to pick up 7 yr old son after school, for field hockey practice; pick up 12 year old daughter late afternoon from her field hockey practice; drop the eldest 14 years old and friends to their basketball game at 6:30 pm...she will be returned home after the game by another mother. Fit in supper....wait for the baby sitter....my basketball game 9:00 pm. Arrive home at 11:00 pm (somewhat elated, we won) clean up from supper, children, do laundry, prepare lunches.*

*Do reading for university lecture tomorrow....bed at 1:00am.  
(New Zealand participant #11)*

Familiar? It was for me, as I reminisce those periods in my life, and cry with exasperation at the stories of Australian women, in Shona Thompson's (1999) text, *Mothers Taxi*. Thompson identifies the extent that women are incorporated into the institution of sport through their domestic labor....and how this labor contributes to the maintenance and reproduction of sporting structures and practices.

As a young mother, athlete, and recreational tennis, squash and softball player, I juggled life to accommodate my passion for active sports. I would often relate to my friends, that I needed to hitch a caravan on the back of the "pickup" and we could live like that, particularly during basketball season. Shona Thompson (1999) depicts with the help of Donn Ratana's cartoon of a frazzled mother, and a van full of children: "*If a mothers' place is in the home, why am I always in the car?*" (p. 12). Perhaps this is one aspect of a woman's universal experience...children, driving, sport and other extra-curricula activities. Is this a life stage, a life passage, a ritual, an expectation, or just one of those taken for granted things a mother does? For myself it was all of these.

As women we have enabled family leisure pursuits as a matter of course. In our juggling of work and time, it is women who tend to cut back on personal needs and leisure pursuits (Henderson, Bialeschki, Shaw and Freysinger, 1996) and wistfully long for some time alone. In the current climate of the cult of "busyness" (Freysinger and Kelly, 2004), it is imperative that we take care of our health and well-being. As a grandmother, I can at least take a deep breath after work and choose whether I am having an evening on the couch with the remote control, take a walk with the dogs, go play tennis or tackle the garden.

When I reflect back on the days of childrearing, my free time was my athletic "career", reading for university studies, or knitting in the car while waiting for my cub scout, brownie, or budding sport competitor. These were my moments, "my stolen" moments (Taylor, 1990). Much of the literature reiterates that we women need these times of our own: in reality, while childrearing is this feasible?

Today's young parents are pulled between the social calendars of their children, and the notion that the child must participate to "get on in the 21<sup>st</sup> century." A realization that getting on, may mean getting known, and availing oneself of the multitude of opportunities to be a success, or acting on an impression of what success means with often, zealous fervor.

Unfortunately, with this belief of enabling our children to have the best, we are constraining their opportunity to experience those carefree activities that we all once enjoyed. As (Freysinger and Kelly, 2004; Taylor, 1990) expressed "backyard kickball, jump rope, climbing, trees, building forts, playing house, building model airplanes, doing crafts, roaming the neighborhoods and zip-zapping through neighbors yards, have become lost to organized sports.

Activity is crucial to the well being and socialization process of our children, therefore, it is important that children view their parents as active participants. Susan Greendorfer, (2002) expresses



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“children who have active parents are active children.... as parents who enjoy physical activity also encourage their children’s involvement in physical activity” (p. 384). We are reminded by grade one, how children monitor our behavior for the cues that reveal the importance that parents attach to participation in sports.

Therefore, it is one’s contention that the child who lives in an active home, may also accept their mother’s need for “her own time” to participate in competitive or recreational sports, hobbies, and education. Those values will then be inculcated, and facilitate the movement out of the egocentric to a realization of “other”. In these homes, an environment of reciprocity will prevail, where the learning of personal time and space is important to familial relationships, and shared successes; where all family members are respected and a source of pride.

Taylor’s (1998) study of American and New Zealand women’s lives revealed similar patterns of facilitating and enabling others leisure. At the same time, Thompson’s (1998) New Zealand study explained that women’s lives were spent in the service of others, particularly where the division of labor and family relations were unequal. Placing this in a socio-historical context, men’s leisure, whether organized or club sport, was primarily facilitated by women. Thus with the focus for many years on men’s activity, women’s leisure was particularly marginalized. However, a later study by Taylor (2004), of New Zealand women, illustrates the cultural significance of sport to a cohort of mid-life women, and demonstrates the reciprocal nature of shared experiences. One of the major differences that were identified between the women of these two countries was the ability to play and pursue sport from early childhood through adulthood for the New Zealand Women.

### Shared experiences

The New Zealand women had in their favor a passion for sport, and spouses who also participated. One New Zealander, a double representative in basketball and softball states:

*I got married at twenty-one, and I don’t think at twenty-one I would have been prepared to get married and to give up sport. Which a lot of people did because you weren’t expected to play sport....I don’t think I could have given it up, it meant too much to me at that stage. Fortunately he was just as enthusiastic. (NZ participant #1, p.18).*

*I met B...down at the Y, we courted for a number of years, and went on many social basketball trips. Not long after we married B, made the New Zealand basketball team to travel to Taiwan I had a baby then, and there was never a question that he couldn’t go. Basketball had been a great part of my life, with brothers and sisters both playing, and myself making the Wellington representative team at the age of 17. (NZ participant #6, p.16)*

Unlike the New Zealand women, the American’s competitive sporting experience appeared to finish at high school. However, these women focused more on the shared experience later in life with spouse and or as a family. One woman describing her discovery of true leisure stated:

*“Leisure is very important. I have been off and on during*

*my life an overachiever and a workaholic. I don’t think that is where happiness is hiding.”*

*“Some of the absolute, most wonderful moments in my life have been on the golf course with my husband and son. I would rather be on the golf course with the two of them than any place I know. Just terribly important.” (US participant, #20, pg.134).*

For another American woman, shared experience with her husband opened the door to long-term friendships. She recalls:

*“When T. and I first started playing tennis, talk about leisure. That became so much part of our lives, because all of our friends played tennis, husbands and wives.... I couldn’t tell you how many couples we knew within this group that we belonged to.... So we’d play tennis and go to dinner, or we’d go play tennis in the winter and come back and play cards and eat... That was our main focus, I guess for a good ten years”. (US participant #5, pg.117).*

### Facilitating children’s activities

In the U.S. study, much of the women’s time was invested in fostering the children’s extra-curricula activities. The women recognized this involvement as a stage in the parenting cycle and viewed it more as a pleasure than an obligation.

*“I wanted to do it, wanted my kids to enjoy everything that they could enjoy...and try everything and I encouraged them. I wanted to do it. I wanted to be their parent and have that kid in everything.” (US participant #1, pg.121).*

*“Yes I had to taxi them. Church choir in the middle of the week, swimming lessons, and all these music lessons. And taxiing them around to friends houses (US participant, #3, p. 121)*

A New Zealand woman with three children, one of whom is severely physically and mentally challenged, made sure that they followed the older children’s sport, frequently on her own, as her pharmacist husband had to work weekends.

*“C...was very into sport, and a lot of the weekend was spent in rushing him around, and watching, and it was something that J could do...and have fun. We spent many a weekend, watching cricket in the summer and rugby in the winter. And the boys all play golf a lot, but they can get themselves there now.” (NZ participant #9, page. 15).*

So how did the New Zealand women fare in facilitating their children’s experiences, while participating in their own sports? A curious peer once said, “You never seem to have trouble fitting in the things you want to do!” Absolutely, we will fit in that which we want to do, thus “fitting in basketball, softball, trips, or anything else was never looked on as a constraint”. In fact we looked on these with great anticipation. Our lives were dissimilar to that of many women of the time.

As M, expressed:

*....”at the end of my time at home, the words “suburban neurosis” was mentioned. When the kids were little you*

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didn't have time for any "suburban neurosis"...but were outside practicing with the kids.

"we didn't realize we were doing all these outside interests for our stress and health, did we? See if we had of known that we could have told everybody....that we were doing this for everybody's good (laughing)" (NZ participant, #1. p. 20).

One of the New Zealand women, after a divorce, was raising three children on her own. Ways to accommodate all the children's sports, and activities were found by the family working together. A, said that it was difficult at times to juggle work, sport, and children's activities.

"sometimes it was hard to accommodate...C was older by five years, and if he played rugby then he would go off with his coach...while I took the younger children off to their games. As there were only two years between these younger children, they could sometimes play in the same soccer team".

"when I played basketball, I was also playing netball...I used to take the kids with me. C...would look after the two little ones, while I played". (NZ participant #2, 16)

### Freedom to pursue one's own interests

One of the major challenges for women continues to be the pursuit of free-time. As stated our "busyness" (Freysinger and Kelly, 2004), our work life, the nurturing and ethic of care that most women experience, is the context of our lives. One New Zealand woman eloquently expresses:

"I really feel a lot of my adult life has been tied up with other people's needs...I really do feel that....there has always been someone dependent on me...and that has been a real constraint" (NZ Participant #9, p.20)

A constraint to leisure that one American woman mentioned is, that women feel responsible for everything that goes on with their family, and particularly the children. She explains how women can let go of those behavior patterns.

"First of all believing and teaching our young women to believe that they are equal human beings and that when they enter into relationships, those relationships should be relationships where one person doesn't have responsibility solely". (US participant #4, p.129)

Do the answers lie with the new young parent; are they are getting it right? I search for answers from my son, a new father with dreams of his boy being a "Piston." What direction will he take in facilitating his children's experiences? So far, he and his wife realize the importance of having "time on their own". Unlike his father, he is not intimidated with the responsibility of his son's day to day care. May be new patterns of being are evolving, in response to a very different work environment. Possibly there is hope that childrearing, juggling of schedules and responsibil-

ity for the socialization of their child, will be a dual experience. I hope so.

Children need us to be active parents, not only facilitating their activities, but successfully engaged in our own. Mom's you need to claim your right to leisure, expectations for time of your own should be respected. Women have the right to determine their own life journey, and our lives reflect a myriad of experiences. Freedoms that come from sharing those experiences contribute to a better world of understanding. Thus when I reflect to the time when I was juggling my homemaking, and athletic career, delivering, waiting, fetching, and driving that darned "taxi" I ask myself, "would I do it again?" You betcha!!

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# ***Body composition, weight preferences, and dietary macronutrient intake of summer college baseball players***

Brenda M. Malinauskas<sup>1§</sup>, Reginald F. Overton<sup>2</sup>, Ashley B. Corbett<sup>1</sup>, Ashley B. Carpenter<sup>1</sup>

## **Abstract**

The purpose of this study was to assess body composition, weight preferences, and adequacy of dietary energy and macronutrient (carbohydrate, protein, and fat) intake of elite college baseball players ( $N = 15$ ) during a summer competitive playing season. Percent body fat was estimated from skinfold measurement, a survey assessed weight preferences, and a 3-day dietary intake record assessed home game day dietary intake. Outcomes of this study indicate: (a) participants had low to moderate body fat percentage, ranging 7–16%, (b) desired goal playing weight was  $104 \pm 6\%$  ( $M \pm SD$ ) of current weight, 83% of players wanted more muscle mass, and (c) the dietary intake of baseball players needs improvement in an effort to optimise health and physical performance. Mean carbohydrate intake of  $4.2 \pm 0.8$  gm/kg and daily meal frequency of  $3.7 \pm 0.7$  were inadequate, mean fat intake of  $1.4 \pm 0.3$  gm/kg was excessive. Furthermore, although mean dietary protein intake of  $1.7 \pm 0.6$  gm/kg was adequate to meet the needs of competitive baseball athletes, 40% of athletes unnecessarily supplemented with protein. Mean energy intake of  $36 \pm 6$  gm/kg was adequate to meet energy demands of a competitive baseball summer season. Findings from this study have practical application for professionals working with baseball athletes.

## *Body composition, weight preferences, and dietary macronutrient intake of summer league college baseball players*

The athleticism of baseball has been overshadowed by media attention regarding steroid use among Major League Baseball Association (MLBA) players. In a statement to the U.S. Senate Committee on Commerce, Science, and Transportation, Allan (Bud) H. Selig, Commissioner of the MLBA, reported his commitment to “the idea that baseball must have a program on performance-enhancing substances that is consistent with accepted international standards for sport...” (2004, ¶ 1). In January 2005, Mr. Selig and MLBA Executive Director Donald M. Fehr announced a tentative policy on steroids and performance enhancing substances that includes random drug testing throughout the playing- and off-season, disciplinary penalties for positive test results, and broadening the list of banned substances (MLB.com 2005, ¶ 1–4). The National Collegiate Athletic Association (NCAA) prevents use of illegal performance-enhancing substances by college athletes through random drug testing and expulsion of athletes from NCAA sport participation for positive results (NCAA Banned-Drug Classes, n.d., ¶ 3–10).

With increased attention and regulation associated with banned substances, baseball athletes are seeking legal performance enhancing alternatives (Adams, 2005). It is well recognized that

optimal nutrition, including appropriate selection of food and drink, and timing of intake, can promote athletic performance and enhance recovery from exercise (Manore, Barr, & Butterfield, 2000). The macronutrients, including carbohydrate, protein, and fat, serve as energy fuels for the body and substrates for biochemical reactions and cellular body functions. Carbohydrate, as glucose, is the preferred fuel for the body during physical activity. Because carbohydrate stores are limited, consuming carbohydrate throughout the day in adequate amounts is necessary to replenish glycogen, the storage form of glucose (Coleman, 2005). Thus, adequate intake of carbohydrate is essential to optimize physical performance. Furthermore, exercise results in acute and chronic alterations in protein metabolism throughout the body. Protein needs are higher for athletes compared to non-athletes. Additionally, it is recognized that protein and amino acid ingestion can alter muscle adaptive response during recovery from exercise (Gibala and Howarth, 2005). Finally, and importantly for athletes who have difficulty “keeping weight on” during the competitive season, fat serves as a major energy source to meet energy demands of physical activity (Jonnalagadda, 2005). In summary, the total intake of each macronutrient, in addition to the distribution of kilocalories provided by the macronutrients, are factors that can impact performance and recovery from exercise. To promote health, the U.S. Department of Agriculture recommends that adults consume 55% of total kilocalories from carbohydrate, 18% from protein, and 29% from fat (USDA Dietary Guidelines for Americans, 2005). To promote health and performance, the American Dietetic Association recommends that adult baseball athletes consume 5 to 7 grams of carbohydrate per kilogram body weight, 1.2 to 1.7 gm/kg protein, and 1 gm/kg fat (Dunford, 2005). Ensuring adequate intake and appropriate distribution of kilocalories from the macronutrients may be of interest to baseball athletes seeking a competitive edge.

There has been no research to date investigating body composition preferences or dietary intake of baseball athletes. The research topics under investigation include assessment of body composition, weight preferences, and adequacy of energy (kilocalories) and macronutrient (carbohydrate, protein, fat) dietary intake among elite college baseball players.

## **Methods**

### *Participants*

Participants were male college baseball athletes ( $n = 15$ ) who were members of the same Coastal Plain League (CPL) summer team. The CPL is sanctioned and certified by the Major League Baseball Association and endorsed by the NCAA. CPL teams

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Key words: baseball, nutrition, dietary intake, macronutrient, body composition



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recruit from the top 10% of college players; the majority are recruited to play professional baseball (L. C. Toombs, personal communication, September 22, 2005). After being fully informed verbally and in writing of the study protocol, informed consent was obtained in accordance with the university's Institutional Review Board for Research with Human Subjects.

#### *Body composition assessment*

One anthropometrist took all body composition measurements, which occurred during the initial dietary instruction session. Participants wore athletic shorts, but were otherwise bare, for body composition measurements. Weight was measured to the nearest 0.1 kg (Tanita body composition analyzer, Arlington, IL), height to the nearest 0.1 cm (Seca portable height stadiometer, Leicester, England), and skinfold measurements (chest, triceps, and subscapular) to 1 mm (Harpender skinfold caliper, Vital Signs model 68875, Country Technology, Inc., Gays Mills, WI). American College of Sports Medicine procedures were used for skinfold measurement (Armstrong et al., 2005, p. 62). Skinfold measurements were converted to an estimation of body fat percentage using a 3-site skinfold equation (Armstrong, Balady, Berry, et al., 2005).

#### *Demographic and weight preference survey*

A sports nutritionist originated a survey to assess demographic information and weight preference. The survey was reviewed for content validity by four experts in this area of sport, including a former CPL player, a CPL general manager, a CPL team president, and a sport management professor who serves as a consultant to a CPL team. To pilot test the survey, a small sample of nine college baseball players completed the survey. Modifications to the survey were not necessary, based on the responses.

#### *Dietary intake assessment*

Three home game day dietary records were used to collect intake data during the summer competitive season from June to August. During this time, participants were in peak conditioning and playing competition games on a regular basis. A three-day monitoring period is reported to provide an accurate and precise estimate of habitual energy and macronutrient intake among athletes (Magkos & Yannakoulia, 2003). Dietary intake records have been used to assess nutrient intake of college athletes (Clark, Reed, Crouse, & Armstrong, 2003).

Each participant met individually with a Registered Dietician on two occasions. Participants initially received verbal instruction and written handouts to aid accuracy with dietary reporting. The importance of accurately recording items consumed immediately after consumption and to follow usual eating habits were emphasized during the instructional session. Handouts included a written summary of the verbal instructions, examples of measurement units for reporting, portion size examples, blank recording forms, and a sample complete record. Participants stapled food packages from convenience items consumed to daily records, and reported specific restaurant and convenience store items consumed, when applicable. Information provided on each dietary record included amounts and descriptions of all foods, drinks, and supplements taken for the day, and time of consumption. The second session

was a review of dietary records. In an effort to provide uniform instruction and data collection, one Registered Dietician provided instruction and collected all data. Food models, household measuring utensils, and packages from foods commonly consumed by baseball athletes (sports drinks, sunflower seed packages, energy bars) were used during the instructional and review sessions to visually illustrate portion sizes.

We were interested in assessing adequacy of dietary macronutrient intake from foods, drinks, and meal replacement supplements. We excluded single-nutrient supplement sources, such as protein powders, from the analysis. Mean energy (kilocalories) and macronutrient (carbohydrate, protein, and fat) intake were determined using the Interactive Healthy Eating Index tool (Interactive Healthy Eating Index, n.d.). Mean number of daily eating occasions was calculated using the method described by Drummond and colleagues (1998).

In an effort to identify under-reported dietary intake, data from participants with the ratio of energy intake (EI) to basal metabolic rate (BMR; EI:BMR) less than or equal to 0.9 were excluded from analysis (Farajian, Kavouras, Yannakoulia, & Sidossis, 2004). Energy intake was calculated from dietary records, basal metabolic rate was estimated from the Dietary Reference Intake estimated energy requirements for men (Food and Nutrition Board, 2002).

#### *Statistical analysis*

Analysis were performed using JMP IN® software, version 5.0 (Sall, Creighton, & Lehman, 2005). Descriptive analysis included means, standard deviations, and frequency.

### **Results**

Overall, 28 athletes were recruited to participate. Eleven were released from the Coastal Plain League team before complete data were collected, for poor performance ( $n = 5$ ), medical ( $n = 3$ ), and personal ( $n = 2$ ) reasons, and being recruited to play for a professional baseball team ( $n = 1$ ). An additional two were excluded for underreporting of dietary intake. The final sample size was 15, which was a 53% participation rate for players from the Coastal Plain League team surveyed. Mean age of participants was 20.5 years ( $SD = 1.3$ ), 77% were White, 23% were Asian/Pacific Islander, Black, or Hispanic. Asthma was the only reported chronic or persistent medical condition, reported by 15% of participants. Primary playing position was fielder (47%), pitcher (40%), and catcher (13%). The majority (93%) of participants had aspirations of playing professional baseball.

Body composition characteristics of participants are reported in Table 1. Regarding research topic one, assessment of body composition and weight preferences, all participants had low to moderate body fat percentage, ranging 7% to 16% (Armstrong et al., 2005, p. 66). Participants desired a weight that was 104% of current weight; with 87% of participants reporting they wanted more muscle mass.

Dietary intake data are reported in Table 2. Regarding research topic two, adequacy of energy and macronutrient dietary intake, energy intake was adequate to meet the energy demands of adult male baseball athletes, as indicated by mean energy intake of 36 kcal/kg, which approximates estimated energy needs of 35 kcal/kg (Food and Nutrition Board, 2002). As compared to the U.S. Department

Variable	<i>M ± SD</i>
Height (inches)	72.5 ± 1.3
Weight (pounds)	194 ± 19
Body mass index (kg/m <sup>2</sup> )	25.9 ± 2.0
Body fat (%)	12.7 ± 2.4
Reported goal playing weight (pounds)	201 ± 12
Reported goal playing weight (% of current weight)	104 ± 6

*Note.* *N* = 15.

of Agriculture Dietary Guidelines for Americans (2005), the mean percentage of kilocalories from carbohydrate was 9% less than the recommendation of 55%, mean percentage of kilocalories from fat was 6% greater than the recommendation of 29%, whereas mean percentage of kilocalories from protein was the recommended 18%. Similar results were found for macronutrient intake on a gram/kg body weight basis. That is, mean carbohydrate intake was inadequate, with intake 84% of the recommended intake of 5 gm/kg for adult male baseball players and mean fat intake was in excess of recommended at 140% of the recommended 1 gm/kg (Dunford, 2005). Protein supplements were being used by 40% of participants in an effort to increase weight and muscle mass. Finally, mean daily meal frequency was 3.7 (see Table 2).

## Discussion

Findings from this study indicate that the diets of college summer league baseball athletes need improvement, particularly in the areas of carbohydrate intake (inadequate), fat intake (excessive), and meal frequency (inadequate). Despite the fact that proper nutrition is essential for athletes to meet energy demands of training and competition and to optimize performance (Dunford, 2005), it is not uncommon for athletes to have diets that need improvement (Frentsos & Baer, 1997) and have athletes who rely on nutrition supplements rather than nutrient-dense foods to meet daily nutrient needs (Beshgetoor & Nichols, 2003). Nutrition supplementation coordinated with daily training has resulted in improved performance and daily macronutrient intake among elite triathletes (Frentsos & Baer, 1997). Furthermore, Drummond and colleagues (1998) reported that the percentage of energy provided by carbohydrate was positively correlated with eating frequency among adult men. These collective findings suggest that baseball athletes may benefit from strategies designed to increase eating frequency, particularly of nutrient-dense high carbohydrate foods and supplements, and strategies designed to replace high fat foods with low fat/high carbohydrate alternatives. We also found that protein supplementation was being used unnecessarily by 40% of athletes, with dietary intake of protein being adequate to meet the increased needs associated with playing competitive baseball.

Findings from this study have practical application for professionals working with baseball athletes. First, dietary manipulation can be healthy, cost-effective means to promote performance

among baseball players. Second, suboptimal macronutrient intake and meal frequency are common among summer league baseball athletes. Nutrition education strategies to promote performance of baseball athletes should focus on ensuring carbohydrate intake is adequate, fat intake is not excessive, and meal frequency promotes restoration of body nutrient needs. Third, despite athletes having healthy body fat percentage, the majority of baseball athletes desire more muscle mass, and 40% unnecessarily supplement with protein in an effort to promote muscle anabolism.

Variable	<i>M ± SD</i>
<b>Energy</b>	
Kcal/day	3197 ± 570
Kcal/kg body weight	36 ± 6
% of Dietary Reference Intake*	102 ± 17
<b>Carbohydrate</b>	
Grams/day	365 ± 73
Grams/kg body weight	4.2 ± 0.8
% of total kilocalories	46 ± 7
<b>Fat</b>	
Grams/day	125 ± 31
Grams/kg body weight	1.4 ± 0.3
% of total kilocalories	35 ± 5
<b>Protein</b>	
Grams/day	146 ± 49
Grams/kg body weight	1.7 ± 0.6
% of total kilocalories	18 ± 4
Daily meal frequency	3.7 ± 0.7

*Note.* *N* = 15.

\*Food and Nutrition Board (2002).

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# Teacher of the Year Award Winners

## College Physical Education

### Kathryn Kisabeth

Katherine teaches at Hampton University. Through the years, Katherine has been very active with the Southern Academy for Women in Physical Activity, Sport and Health. Additionally, Katherine has served as the eastern representative for Council on Physical Education for Children, has been an adjudicator for initial folios for NASPE/NCATE, was the C.I.A.A. volleyball coach of the year, and is a member of the service award committee for Southern District. Jean Braxton, dean of the school of education at Hampton University writes: "Dr. Kisabeth is a thoroughly competent and innovative teacher and a highly skilled coach. Her keen sense of organization, resourcefulness, and attention to detail contribute to the success of our department."



## Supervisor of the Year

### Regina Kirk

Regina Kirk is the instructional coordinator for health and physical education for Albemarle County Public Schools. Regina, fondly known as Captain Kirk, has shown leadership for health and physical education teachers in Albemarle County by securing a Carol White PEP grant in 2004. Regina has been a presenter at VAHPERD conferences as well in many other venues. Assistant Superintendent for Instruction in Albemarle County, Pamela Moran writes: "Ms Kirk represents the best that public education has to offer the local and greater community of learners." Ms. Kirk's support of teachers has led to changes in programming from within each school and has made a substantive difference in the quality of health and physical education in Albemarle County.



## College Health

### Beverly Zeakes

Dr. Beverly Zeakes is the chairperson of the Exercise, Sport, and Health Education at Radford University. Dr. Zeakes also serves as an associate professor at Radford. Dr. Zeakes has been very active in VAHPERD for most of her professional career. She has been chairman of the finance committee, vice president of the health division (twice!), and is currently serving as hospitality chair for the Southern District conference that will be held in Virginia Beach in March, 2006. Dr. Zeakes feels that her greatest professional achievement is initiating the process and ensuring the development, completion and implementation for ESHE to have a degree option in Health Education and Health promotion at Radford University.



## 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.



## Adapted Physical

### Chris Blanchard-Alworth

Chris teaches adapted physical education at the New Horizons Center for Autism in Newport News. Chris currently serves as VAHPERD committee chair for the adapted physical education section. Chris is involved in many activities that advocate for individuals with disabilities. Mark Meadows, one of Chris' colleagues writes: "Chris is responsible for the design, piloting, implementation and assessment of the inclusion program in P.E. for the Center for Autism at Yorktown Middle School. Chris has provided me with tremendous insight into its causes, and treatments. Chris is one of the best teachers that I have worked with in my 22 years of education."



## 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."

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## 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."

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## 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.



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## 2006 VAHPERD CONVENTION

November 2-5, 2006

Cavalier Hotel, Virginia Beach, Virginia

### *Following the Footsteps*

**PRESENTATION APPLICATION** (Please print or type)      **SUBMISSION DEADLINE: May 6, 2006**

Submit to Past President: Bob Davis, VAHPERD/vcu ,1015 W. Main St. Box 842020, Richmond, VA 23284

**Note:** All speakers must be VAHPERD members and must also pay the registration fee for the convention. Exceptions to this policy (and procedures for approval) are noted in the attached document: **“GUIDELINES FOR SPEAKERS.”**

**Title of Proposed Presentation:** \_\_\_\_\_

**Brief (60 word) Summary of Presentation – attach sheet if needed:**

**Presenter(s):** Name(s) as you wish it to appear in the program \_\_\_\_\_

Address: \_\_\_\_\_

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Phone: Home \_\_\_\_\_ Office \_\_\_\_\_ email \_\_\_\_\_ FAX \_\_\_\_\_

**Presenter's Name (if desired):** Name, address, email and phone \_\_\_\_\_

\_\_\_\_\_ Please confirm participation with the president.

**Audiovisual equipment will not be furnished due to the exorbitant rental costs and school systems unable to help any more. Presenters must furnish their own equipment.**

**Room size:**     Large (50-150)       Medium (25-50)       Small (10-25)

**Chair Arrangement:**     Theater (Chairs in rows)       Activity (Chairs on perimeter)       No Chairs

Classroom (tables with chairs facing front)       Round Tables

**Special Requirements:** \_\_\_\_\_

**Note:** All presentation sessions are scheduled for 50 minutes. If you require a longer period of time, communicate with the Convention Manager: Bob Davis, 804-827-9341 or [rgdavis@vcu.edu](mailto:rgdavis@vcu.edu)

Speakers should be flexible and able to present anytime during the convention. If there are times you are NOT available, such as during Board Meetings, Representative Assembly, responsibility for another group activity, please describe the conflicting event and times: \_\_\_\_\_

Initial here if you have read the attached **GUIDELINES FOR SPEAKERS.** \_\_\_\_\_

**GUIDELINES FOR SPEAKER**

1. All program speakers must be VAHPERD members and must pay the registration fee for the Convention. Exceptions to this policy may be made for colleagues in allied fields who would not normally belong to VAHPERD, and who are invited to speak and share specific expertise with VAHPERD members. Written request for an exemption must be submitted with the program proposal (use Exemption Form). Notification of approval of exemption will be sent to the speaker when the program acceptance letter is sent.
2. No honorarium is to be paid to any VAHPERD member for any presentation made.
3. An honoraria may be recommended by a Vice-President but must be approved by the Executive Committee.
4. Association policy forbids smoking during all meetings.
5. It is assumed that the Association has the opportunity to make the initial request for use of the speaker's presentation materials for possible publication.
6. Due to the GREAT expense of renting audiovisual equipment and the number of requests made, the Convention Committee cannot satisfy everyone's AV needs. It is requested, therefore, that you bring any necessary AV equipment. Limited AV equipment may be available for emergency needs.
7. Presenters involved in business ventures are not to overly promote and may not sell products during a presentation. Selling may be done only from the commercial exhibit area.



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### 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

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# *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 33 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.



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