

The Virginia Journal



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

SPRING 2007

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**The Virginia Journal
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President's Message

Kerry J. Redican

VAPERD had a great 2006. President Judy Clark demonstrated outstanding leadership and as a result VAHPERD activities ran very smoothly. Also, in 2006 VAHPERD longtime Executive Director Jack Schiltz retired. In addition to Executive Director, Jack served VAHPERD diligently as President and many rotations in other VAHPERD leadership positions. Under Jack's leadership we have prospered. Our new Executive Director is Henry Castelvechhi. We are really fortunate to have Henry, an outstanding professional with deep VAHPERD roots, take over as Executive Director. The transition was flawless. Kay Schiltz was elected as President-Elect in November. Kay is an accomplished professional and has been an active VAHPERD leader and is already setting the standard for President-Elect. As you no doubt have noticed, our Journal under the leadership of Dr. David Sallee is a first class, exemplary publication.

VAHPERD continues to be a strong association. We have over 1,300 members and a balanced budget. Over 750 participants attended our Fall, 2006 convention in Virginia Beach. Judy Johnson, the convention manager and Bob Davis, VAHPERD Past-President did an outstanding job of organizing the convention. This year we are holding our convention in Reston, Virginia. The dates are November 9-11, 2007 in Reston. Please note that Program Proposals are due by March 1st. If you are interested in submitting a program you can procure proposal forms from the VAHPERD website (<http://www.vahperd.org>)

The theme to my presidency is "Make it Happen." In order to "make it happen" we need to get more people involved. To that end, we are reexamining our structure and function and considering any possibilities that will make both communication better and make us stronger. Further, we want to make sure that issues affecting VAHPERD members are part of the political discussions in Richmond because to "Make it Happen" we need to persuade our legislators of the importance of HPERD. Our Legislative Affairs Committee will be working on ways to involve our members in contacting their legislators regarding HPERD legislation.

On Saturday, January 27, 2007 Division Officers and Standing Committees met in Charlottesville to participate in a Leadership Development Conference. The conference was well attended and provided an opportunity to Divisions and Standing Committees to review their charge and plan their activities for 2007.

We all believe in a vibrant and exciting future for HPERD, and with that in mind, VAHPERD will be taking a leadership role in promoting HPERD. The only way we can do it is if we have your help. I am looking forward to working with you to advance HPERD throughout the Commonwealth.

Past-President's Message

Judy Clark

Convention will be "All That"

November is coming faster than you may think. I have been busy putting together the program for the convention. Are you making your plans already? It's never too soon. We still have a few places where we might be able to fit you in if you have an idea, game, assessment, or passion you would share with us. Look on the website for presentation forms under the Convention button and fill it out completely. Have you ever? Did you see how much fun_____was? They are all questions I hope you will be asking. I'm excited for all of you for all the choices you will need to make when you come to Convention.

There are exciting things happening within our organization that I hope you are part of. Our organization is a professional one and a volunteer one. If you feel strongly about your profession and maintaining it's place in the importance in the lives of everyone we come in contact with, please give of your time and effort to help us promote health, physical education (as opposed to simple physical activity), knowledge, and advocacy. We have many small jobs and many offices that require little time and a little effort that make a big difference. Make sure the past Vice President of your division or past Chair of your section of interest knows of your willingness to help. If you can't get ahold of them, let our Executive Director know.

Plan ahead now. Make convention in Reston a priority for your next school year. It doesn't happen unless you make it happen. I'm looking forward to seeing each and every one of you there, active, busy, and learning. Put it on your calendar now: November 9-11, 2007. Registration will be on the website.

Judy



Judy Clark and Steve Ames

President-Elect Message

H. Kay Schiltz

REVIEW OF MY PRESIDENTIAL PLATFORM

(In Less than Five Minutes)

When I made my president-elect speech I made a major error and didn't time my presentation. With some ten seconds to go (and only half way through my speech) I had to summarize several major platform ideas which could (if accepted and with/without modification) impact the way VAHPERD will operate in the future. I would like to share some of those ideas with you.

First: My philosophy of leadership.

Eagles fly high above the world and are really loners; they take care of themselves and perhaps a few young. They are 'their own leaders'. Geese share the leadership responsibilities. They fly in a group with each taking its turn breaking the head wind. Studies show a V formation increases flying efficiency by 20-25%. Our organization wouldn't continue to grow with Eagles trying to move VAHPERD forward. VAHPERD needs a group of people, each taking his or her turn to step to the front and be responsible for moving VAHPERD forward. Each of the Division Presidents must try to make your division the best. Even each section chair needs to take on new responsibilities.

As a President-elect, I not only ask myself, but all of you, what might we do, as a group of leaders, to make VAHPERD the best state organization in the nation?

Second: My service to the organization, dedication to the profession, guidance for the future:

I feel I have several qualifications as a result of almost a decade of holding various positions with VAHPERD. Some advantages that others may not have had the pleasure of having – well, some of them were more pleasurable than others. I started service to the association with President Elaine Buddy on the Membership committee then moved to membership committee chair. A position I still hold today. I went through the ranks of our Worksite Health section then moved on to the board's Health Division. I've been on various state and Southern District convention planning committees for the last six years, and have tried to do my share during the state convention registration for 8 years. Actually I think it might have been more, but after so many they all seem to mesh together. I've seen what goes on one both sides of the counter 'so to speak'. Sometimes whether I wanted to or not.

I was (chosen) as state Physical Education TOY two years, state Health TOY one year, SD Health TOY and am now National Health TOY.

I've also had one opportunity "if you will" that no other candidate can claim. I've been married to a past president and past executive director. (in case you don't know, that's the same person, not two husbands). On occasion that same past president and executive director would come home sharing ideas (fussing) about what he would like to see VAHPERD do if he was president (again). I would politely kiss him and say 'yes dear'. But,

believe it or not, sometimes one finger was in my ear, and all that information didn't just filter through, I was listening. And through the years I've listened to others including, Past Presidents Elaine Buddy, Gib Darden, Bob Davis, Kathy Gay, Judy Johnson and Clark, and Brenda Belote. And most recently Lynn Bennett, Vicki Miller, Susan Miller, Terry Gooding, and Kerry Redican, to name a few. Each of these leaders has shared their ideas for our association. Taking into account the guidance and many ideas I've learned from these leaders as well as my own, I would like the honor to move to the front of the flock with some of my own proposals.

Small steps:

Here are some of my ideas for change: these are very simple ideas, but all changes are geared at something that our members (and in some cases, people who are not members) can actually see happen so they know this association is all about them.

1. *The Newsletter:* I would like the newsletter to go online for all professionals and we (the association) institute a method/page to highlight those who are doing special programs/projects in their schools. Sort of like the elementary schools do a "I caught you doing something good" bulletin board. I think the more our members know the association sees them as valuable the more valuable our association becomes. OHPEP and its coordinator should have a regular spot in the newsletter as a form of communication to all HPE professionals. This would be used as an advertisement tool to bring in new members.
2. *The Journal:* With that in mind, I believe the journal should remain a members only service. I believe OHPEP should be advertised here as well. OHPEP is one of our most valuable tools for reaching our professionals who may not be able to come to conventions. Whether members or not, we need to 'take care of our own kind' and OHPEP is a tool in which we can do this.
3. *Teachers of the Year:* Having received the state, SD and National awards myself, I would really like to reward our own State, SD, and National TOYS with a shirt that says 'Va. State Teacher of the Year', Southern District Teacher of the Year, and National Teacher of the Year.' (in addition to the monetary award they receive) Jeez. . . . I ask that my nieces and nephews call me "Aunt Kay". When you have a title, you should wear it!
4. *VAHPERD Slogan:* I would also like to see a VAHPERD slogan developed. Examples would be:
 - VAHPERD – Serving today's professional
 - Be a PAHL – Promote Active Healthy Lifestyles
 - P.E. – for the health of it!

This could possibly be a member contest – we would/ could change the slogan every 5 years for so, or just have several slogans to represent our passion.

Bigger steps:

- 7.) *OHPEP Member on the Board:* I would like to consider having an OHPEP representative on the board. This is one of

continued on page 13

Executive Director's Report

VAHPERD Board of Directors Meeting

1-27-07

Monticello High School

Charlottesville, VA

Operating Budget

- I. Income: Jump and Hoops funds (1103) exceed our budget projections by approximately \$4000. The total amount received from the American Heart association was \$98,120.15. Along with the additional \$10,000 received from SD from the SD Convention in Va Beach (1105), these has made up for the low attendance at the last State Convention and the lower than expected Membership income (1101).
- II. Expenses: Most line items are within projections with the exception of a few:
- 306 Governance Travel – we are within \$500 dollars of exceeding our budget. There are still 2 Board meetings before the end of the budget year. The reason for this is the July Board meeting in July at the Cavalier.
 - 314 OHPEP Coordinator – This budget line item was added at the November Board meeting and is for \$1333. In future budgets it will be \$2000.
 - 411 Presenter PE – Overage came partially from speakers and partially from gifts given to speakers.
 - 420 Exhibitors Tables - \$3000 is normally spent on this line item according to Judy Johnson. It will be adjusted in next years budget.
 - 805 Teachers of the Year – Over by \$24.
 - 808 AIAW Awards – We were over by \$250 – We had one more winner than anticipated.
- 900 line items – We were expecting overages in specific line item because of the transition from Jack as ED to me. Most of the items are still under budget with the exception of a few.
- 901 Bank Fees – Overages mainly from returned checks. Money is returned to this line item when the returned check fee is collected from the member.
 - 909 800 Number – A phone line had to be added and this was a overage that we had expected. Adjustments will be made to next year's budget to reflect actual costs from this year.

Investments

Our total investments grew about 8% last year. The Frances Mays account was down slightly 1.3%. I will keep watching this account and work with Debbie Elmes at Smith Barney to continue the growth of the account.

Type	December 2005	December 2006
Short term	\$ 64,267.00	\$ 67,267.53
Stock	\$422,614.00	\$461,235.37
Frances Mays	\$ 6,058.00	\$ 5,977.76
AIAW	\$ 25,008.00	\$ 25,618.03
	\$517,946.00	\$560,098.69

Membership

Membership numbers are up 300 from last year at this time, even with the low convention attendance. This can be attributed to 374 new members in 2006. I am going to work with the Membership committee to find ways to retain current members and I anticipate a growth in membership before the Convention in Reston. This will also be aided by the AAHPERD and SD convention being held in TX and will not draw from our Convention attendees and potential renewing members.

At the last January Board Meeting Jack reported that we were hand writing membership numbers on the cards. Membership cards have since been redesigned to include membership number, member's initial year, and VAPHERD contact information.

Type	January 2005	January 2006
Students	133	277
Life	124	122
Professional	749	917
Total	1006	1316

Miscellaneous

VAHPERD is striving to "Make It Happen". We are excited to offer new opportunities for our membership. First, Susan Miller is organizing a workshop in the southwest part of the state. This will be a great opportunity for members in that part of the state to have their own "mini convention", without the long drive. Susan has worked hard on this workshop and we hope this is an annual event. If you are in that area make plans to attend the workshop in June.

We are also partnering with Geofitness, inc. to offer a \$10,000 grant for equipment, training, and implementation of the Geofitness program in 3 schools in the state. You can find more information about this grant opportunity in this journal and online.

These are just two ways we are trying to help you enhance your program. You are an integral part of this organization and we are committed to bringing you the "Best Practices" of our profession. Don't forget the Department of Education's "Health and Physical Activity Institute" and "Health for Success" workshops this summer. I hope to see you this summer and again in the fall at our convention in Reston. If you have ideas on ways we can "Make It Happen" for you, please feel free to contact me at info@vahperd.org or 1-804-744-1103. Thank you for all you do as educators.

Respectfully submitted,

Henry Castelvecchi

GeoFitness, Inc./Virginia Association for Health, Physical Education, Recreation, and Dance are Awarding Grants to Virginia Public Schools

Request for Proposals (RFP)

Overview

GeoFitness and VAHPERD are partnering to improve youth fitness through the funding of three equipment/training grants. Two grants for \$2729.00 will be awarded at the elementary level and one grant for \$3865.00 will be awarded to a secondary school. Second year funding of \$500.00 for each school is possible based on meeting certain criteria.

Important Deadlines

Grant applications must be post marked prior to May 15, 2007. Grant recipients will be announced between June 5, 2007 and June 10, 2007

Eligibility

- Must be a K-12 public school in the state of Virginia
- All health and physical education teachers in the school must be VAHPERD members at the time of grant submission.
- Secondary schools must submit as an all inclusive team which includes all health and physical education faculty committed to using the equipment.

Equipment and Services Received

Elementary Schools:

- 10 x 45" Geo Mats
- 20 x 45" New GeoMotion Mats
- 1 x set of each task cards
- 6 x DVDs: 1) Fundamentals
 - 2) Kids #1
 - 3) Kids #2
 - 4) Kids #3
 - 5) HipHop Pulse
 - 6) Partner Routines.
- 5 x Music CDs:
 - 1) GeoFitness Basics
 - 2) Audio Instructions
 - 3) Cleaned Up HipHop
 - 4) I Like to Wiggle
 - 5) Get Fit with Captain Music
- 1 x Full day of training by a team Geo Master Trainer
- Shipping and handling included

Secondary School:

- 30 x 45" Geo Mats
- 1x set of task cards
- 5 x DVDs: 1) HipHop Pulse
 - 2) GeoBox Kickboxing with Attitude
 - 3) GeoJam Dance Party
 - 4) Aerobic Advantage
 - 5) Latin Sizzle

1 x Motionoke Rictor Level 1

4 x Music CDs:

- 1) Hiphop Cleaned Up
- 2) Circuit Fun
- 3) Kalcomania
- 4) Custom Geo Chart Toppers

8 x Core workout products

1 x Full day of training by a team Geo Master Trainer

Shipping and handling included

Criteria for Selection

A committee of Virginia teaching professionals will select three schools based on the below criteria:

- The innovation and vision of the proposal.....30pts
- The greatest likelihood of sustainable impact on the population being served.....20pts
- The viability of the assessment strategy.....20pts
- The degree to which state SOL and national standards are met..... 30pts

First Year Guidelines and Expectations

- A school must submit a one page or less letter of support from
 - a. its principal
 - b. its health and physical education city/county supervisor
- The city or county of the grantee school incorporate a GeoFitness presentation in its Fall 2007 in-service day.
- A university faculty member or city/county grant administrator be part of the school grant team. The primary role of this individual is to assist in the design and implementation of an assessment strategy.
- The Grant recipient makes a presentation at the state convention. This presentation should be as close to the end of the first year grant period as possible.
- A two-page midyear (approximately January 15th) and year end (approximately June 15th) be submitted to the state Executive Director.
- The GeoFitness program must be incorporated into the instruction by all school team members.
- All health and physical education teachers in the grant receiving school must be state certified/licensed.
- All health and physical education teachers in the grant receiving schools must attend one-day GeoFitness training at the start of the grant period.
- The health and physical education teachers of the grant receiving schools must allow their program to be used in GeoFitness and VAHPERD promotional efforts.
- Photos or video must be submitted with the mid and final reports

Second Year Guidelines and Expectations

Schools wishing second year funding of \$500 dollars must propose three program extensions or new components of the GeoFitness program. These must be approved by the state Executive Director or his/her designee.

Examples might be:

- Develop a GeoFitness intramural unit,
- Design and hold a GeoFitness field day,
- Hold a PTA GeoFitness presentation,
- Hold a community GeoFitness presentation,
- Design and hold a GeoFitness Heart Event (modified from the hoops and heart model),

- Make a GeoFitness presentation at the SDAAPERD or AAHPERD conventions,
- Make presentations at Department of Education sponsored workshops and institutes, conventions, etc,
- Make a GeoFitness presentation at another city or county's in-service day,
- Be willing to be recognized as a GeoFitness Demonstration School allowing other professionals to observe the program.

Mail to:

VAHPERD, 4813 Timbernorth Tr., Midlothian, VA 23112



Dance Division News

The Dance Division is pleased to announce the individuals elected to Officer Positions within the VAHPERD organization.

Vice-President Elect: Barb MaClam. Barb teaches Physical Education at Thomas Dixon Elementary School in Staunton, Va. She is returning to the Dance Division after a short rest. We are so pleased to welcome her back in to the Dance Division and onto the VAHPERD Board of Directors.

Chair-Elect: Dance Education: Michelle Luttrell. Michelle is joining us for the first time in an elected position. She has presented numerous programs for VAHPERD conventions. She is a Physical Education teacher at Freedom High School, in Loudoun County Virginia. Michelle has a passion for competitive ballroom dance.

Chair-Elect: Dance Performance: Coming to us from Norfolk, Va. is **Katherine van den Huevel.** Katherine teaches dance in Norfolk, Va. and attended Old Dominion University as a dance major. She assisted in a presentation for the Nov. VAHPERD convention. We are excited to have Katherine join us as a member of the Dance Division.

If you attended the recent VAHPERD convention and had the opportunity to watch the Kaleidoscope performance you witnessed some awe-inspiring dance. The directors, choreographers, teachers, and performers were some of the best in the State. What they

presented in Kaleidoscope is but just a sampling of their work. If you would like to see more of what they can do, check out the Spring Performances by these groups.

Longwood University

Farmville, VA.

Spring Dance Concert: April 27 and 28
Jarman Auditorium at 7:30PM

Woodside High School

Newport News, VA

Winter Dance Concert: January 19 and 20, 7:30PM
Spring Dance Concert: June 9, 2:30 PM and 7:30PM

Sawtelle School of Performing Arts

Appomattox, VA And Buckingham, VA

Spring Dance Concert: June 9th & 16th

Old Dominion University

Norfolk, VA

Spring Dance Concert: April 12 - 14

Piedmont Virginia Community College

Charlottesville, VA

Spring Dance Concert: May 4th & 5th

V. Earl Dickinson Main Stage, 7:30PM



**GeoFitness/VAHPERD Grant
Application Form**

Application Date: _____ Application Deadline Date: 5-15-2007
Announcement of Schools Receiving Grants: 6-5 to 6-10-2007

Grant Title: _____
Giving your program an innovative title is important. Use your imagination.

School Name: _____

Address: _____

City, State, Zip: _____ / _____ / _____

School Phone: _____

City or County in which school is located: _____

Principle Investigator/Contact Person: _____
This is the person that almost all correspondence will be sent to.

Address: _____

City/ State/ Zip: _____ / _____ / _____

Home Phone: _____

Cell Phone: _____

e-mail address _____

Health and Physical Education Faculty:

Name: _____

e-mail address _____

Name: _____

e-mail address: _____

Name: _____

e-mail address: _____

Name: _____

e-mail address: _____

Name: _____

e-mail address: _____

Name: _____

e-mail address: _____

Program Description

On a separate sheet in less than two hundred words describe how GeoFitness will become part of your curriculum over the next year. Discuss any unique components or strategies that will be used. Detail the role of various faculty members, administrators, or community members if appropriate.

Objectives of the Grant

On a separate sheet identify three to 10 behavioral objectives (a minimum of one from each domain: cognitive, affective, and psychomotor)

Time Line

On a separate sheet delineate an approximate time line as to when program components will be implemented.

Evaluation

On a separate sheet propose a plan of assessment. Examples of assessment might be surveys, pre/post test, skill test, fitness tests, etc. The university faculty member or city/county grant administrator should be of assistance with this part of the application.

Signature of Principle Investigator/Contact person:

_____ date _____

Check List:

- ___ 1. Completed application form
- ___ 2. Reference letter from Principal
- ___ 3. Reference letter from city/county supervisor
- ___ 4. Mail to: VAHPERD 4813 Timbernorth Tr Midlothian, VA 23112

Preventing Obesity and Increasing Aerobic Fitness with Heart Rate Monitors in PE Class: Initial Findings

By Lisa G. Driscoll, Matthew T. Stimpson, and Yasuo Miyazaki

Virginia Polytechnic Institute and State University

Abstract

This article reports the initial results of three intervention programs designed to prevent adiposity and improve aerobic fitness. The intervention programs were implemented in the Henrico County Public Schools and are a result of the partnership between Virginia Tech researchers, Henrico County Public Schools, the American Heart Association (Richmond), and Polar USA. Initial results indicate that the fitogenic curriculum is highly feasible and holds potential for success.

Introduction

Currently 16% of the children in the US are considered to be overweight. (BMI 25 or greater) (Hedley, A.A, Ogden, C.L., Johnson, C.L., Carroll, M.D., Curtin, L.R., & Flegal, K.M.). In the past thirty years the prevalence of overweight children has doubled and the number of overweight adolescents has tripled. (Ogden, C.L., Flegal, K.M., Carroll, & Johnson, C.L., 2002). Minority populations, such as African Americans, Hispanic/Latinas, and American Indian women, have been disproportionately affected, as have those of lower socioeconomic status. As a result, an increasing number of young people have developing conditions such as type 2 diabetes and hypertension, conditions that used to be diagnosed almost exclusively in adults. Additionally, there is emerging evidence that metabolic syndrome, which is a condition affecting nearly a quarter of American adults characterized by high blood pressure, high blood glucose, high plasma triglycerides, low HDL cholesterol, and high waist circumference, is now appearing in about 20% of overweight elementary children (DuBose, 2005; Jessup & Harrell, 2005). Because 80% of the children who are overweight at age 12 will be obese as adults (Schonfeld-Warden & Warden, 1997), health care experts advocate that establishing a healthy lifestyle such as eating better and exercising more in the early years of life will be central to preventing obesity in the future.

Schools as Leaders in Obesity Prevention

For many years the phenomenon of child and youth overweight was treated privately in the physician's office. However, as the prevalence of this condition has gained epidemic proportions, especially in low socioeconomic groups not likely to possess easy access to primary health care providers, public agencies such as schools and community non-profit agencies have been called upon to be the leaders in solving it. Physical education (PE) teachers in the schools are on the frontline in the prevention effort in addressing the national problem of preventing the increase of overweight in our nation's children and youth.

In 1994 the US Congress passed legislation which required that meals served through the National School Breakfast Program and the National School Lunch Program meet standards for fat and saturated fat (Dietary Guidelines for Americans, 1995). Other

dietary changes have focused on eliminating the availability of competitive foods such as candy and soft drinks during the school day. Yet, changes in diet are only one part of the energy balance equation.

Changes to physical activity must also be considered. As commonly recognized, physical activity increases lean body mass and energy expenditure. But how much physical activity is enough? *Healthy People 2010* objectives for children and adolescents emphasize the importance of physical activity by encouraging 30 minutes per day, 5 days per week of moderate physical activity [Objective 22-6] or 20 minutes per day, 3 days per week of vigorous activity [Objective 22-7] (US Department of Health and Human Services, 2000). However, this stated need varies widely with actual practice. In a national study examining activity levels in PE classes among 814 3rd grade students, only 5.9% attended PE class 5 times per week. On average the students engaged in 4.8 minutes of very active physical activity and 11.9 minutes of moderate to vigorous activity (Nader, 2003).

This article focuses on three school-based interventions that were a result of a collaboration between Virginia Tech researchers, Henrico County Public Schools, the American Heart Association (Richmond), and Polar USA. These interventions piloted various versions of fitogenic curricula using data downloadable Polar heart rate monitors to assess the intensity of the physical activity during PE class. Additionally, these pilot studies examined changes in body mass index (BMI) and aerobic fitness for students. Our pilot studies are contrasted against more traditional weight reduction programs. The goal of our programs is adiposity prevention not weight reduction.

The Fitogenic Curriculum

Based on the principles of aerobic fitness, the fitogenic curriculum emphasizes physical activity as measured by one's heart rate during aerobic activities. Thus, some of the activities in the traditional physical education curriculum such as softball were exchanged for more vigorous activity such as Ultimate Frisbee and stationary bicycling. In our fitogenic curriculum the focus was on performing the activity in the individualized target heart rate zone. Thus, prior to the intervention an optimum target heart rate zone was identified for every student. Second, each student was taught how to determine when he was exercising in his target heart rate zone. For these interventions we used the *Polar E-600* heart rate monitor. This heart rate monitor and chest strap is specifically designed for use by educators and stores multiple readings of student's heart rates during an activity. It records the heart rate activity below, at, and above the target heart rate zone. These readings can be later downloaded to a computer to be analyzed as a series of student heart rate activity records or as class records. Finally, in the fitogenic curriculum each student was engaged in an activity that was designed to elevate his heart rate to the target zone.

The Pilot Studies

“In the Zone for Lifetime Fitness” - Ninth Grade Obesity Prevention and Cardiovascular Fitness Intervention

This intervention involved 60 students at High School A (30 treatment, 30 control) in mixed gender PE classes and 90 students at High School B (45 treatment – all male, 45 control – all female) during the spring of 2006. The control group received the traditional PE curriculum, while the treatment group received the fitogenic PE curriculum. The purpose of this intervention was to determine how much time on average in minutes was spent in the target heart rate zone during PE classes. It was hypothesized that on average more minutes per student would be spent in the target heart rate zone in the fitogenic PE class than the traditional PE class. The intervention was also designed to determine which activities produced the highest number of average minutes per student in the target heart rate zone.

The findings of this trial indicated that there was no significant difference between minutes per student in the target heart rate zone between the fitogenic PE class (10:27 min:sec / student in target hr zone) and the traditional PE class (10:29 min:sec / student in target hr zone) in School A. In School B there was a significant difference between the fitogenic PE class (8:07 min:sec student in target heart rate zone) and the traditional PE class (2:31 min:sec / per student in target heart rate zone). The outcomes between the schools and treatment conditions varied a lot suggesting infidelity of the treatment for the intervention. The average time in the target heart rate zone was quite low considering the 50-75 minute time period for activity. The activities producing the highest number of average minutes per student in the target heart rate zone were Ultimate Frisbee, basketball, and the mile run. The activities producing the lowest average number of average minutes in the target heart rate zone were softball, badminton, and volleyball.

Online Physical Education Intervention

The second pilot study was open to all high school students who were enrolled in Henrico County Public Schools. Eighty eight ($N=88$) high school students were enrolled in an online 10th grade PE course during the (May 1 – August 1) summer of 2006. There were two components for this course. First, students completed online written health and PE lessons for the academic part of the course. Next, students selected one of three local fitness centers to attend for the physical activity portion of the course (which was 40 clock hours) verified both by a sign-in sheet at the facility, and the downloads of physical activity reading recorded by the heart rate monitors. Also required were 20 hours of lifetime activities and 10 hours of course content delivery and programming. The students were required to check in and complete a series of activities at the fitness center wearing the heart rate monitors. Students were allowed a large degree of freedom in selecting activities to meet the requirements; however, students were required to exercise in the target heart rate zone. The purposes of this intervention were threefold: (a) to determine whether an online physical education course was feasible; (b) to determine whether student adiposity would be stabilized; (c) to determine whether aerobic fitness would be increased. The findings indicated that the course was highly successful and feasible. Regarding the stabilization of adiposity, there was not a significant change in terms of BMI between

the average weight of the participants prior to the intervention and after the intervention. However, in terms of aerobic fitness measured by the Harvard Step Test there was a medium size of effect (Cohen's $D = .44$, mean difference in standard deviation unit) which can be considered to be substantively important, although it was not statistically significant at a conventional level of significance ($\alpha=.05$), because of a relatively small sample size of available data ($N=15$).

Fifth Grade Obesity Prevention and Cardiovascular Fitness Intervention

The third intervention was implemented during the academic year 2006-07 to fifth grade elementary students in a single school in the Henrico County Public Schools. Using information learned from the previous interventions the fitogenic curriculum was redesigned for elementary students. Eighty-seven ($N=87$) fifth grade students at an elementary school with high minority enrollment and located in a low SES neighborhood were assigned to three treatment groups and two control groups by PE class. All students were assigned individual data downloadable heart rate monitors. The purposes of this intervention were: (a) to determine whether student adiposity would be stabilized; and (b) to determine whether aerobic fitness would be increased. Equipment such as stationary bicycles, and Dance, Dance Revolution Pads were purchased to implement the new curriculum. The strong endorsement and leadership from the school principal for this project allowed for increasing the PE classes from once a week to three times per week. Finally, an additional dedicated physical education teacher was hired and appropriately trained to coordinate all aspects of the research project at the school. Initial findings indicate that adiposity for the girls in both the intervention and the control groups is increasing at the same rate, and for boys it appears to be decreasing. We are not able to rule out the effects of physiological maturation on the girls' differential weight gain at this time. Improvement in other measures has not been demonstrated. The intervention is scheduled to conclude at the end of the 2006-07 academic year.

Conclusion

To date, thanks to the partnership between Virginia Tech researchers, Henrico County Public Schools, the American Heart Association (Richmond), and Polar USA we have piloted three trials focusing on a fitogenic curriculum. The work of the Henrico County PE teachers has shown that a fitogenic curriculum is feasible. Future interventions will develop closer partnerships between the Virginia Tech researchers and PE teachers. The PE teachers are an important component in the interventions described, because their attention to the implementation determines the overall fidelity of the intervention. Success of future interventions hinges on the commitment of the PE teachers. The initial findings of the pilot studies are promising and continue to point the way towards improved interventions. The next iteration of interventions will continue to focus on the use of a fitogenic curriculum with the heart rate monitors to prevent adiposity and improve aerobic fitness.

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A Glimpse at Communication Styles and Devices for the Gym

By Samantha Winters, B.S., Dani Taylor, B.S., Jeanne Wenos, P.E.D

Physical & Health Education, James Madison University

As educators discover, classrooms don't always look like the textbook and children with diverse needs populate the schools. Sometimes, children have a diminished ability to communicate, and for a multitude of reasons ranging anywhere from neuromuscular constraints to reduced quality of hearing. When the ability to process linguistic information audibly is impaired, the ability to speak, read, and perform academically is impacted (National, 2004). Depending on the scope and severity of the need, teaching physical education to learners who can't communicate well or at all can be a daunting task, even to those most experienced. Difficulties in communicating can be categorized as receptive or expressive, referring to an individual's ability to understand language (receptive speech) or to speak in an understandable and meaningful way (expressive speech). Clearly, physical educators need to communicate well with children in the gymnasium for student's psychological and physical safety, but also for yielding good outcomes in developing motor skills.

American Sign Language and Finger Spelling

The decision as to which mode of communication to use is dependent on the abilities of the learner and the ingenuity of the teacher. One form of communication used by the Deaf community is American Sign Language (ASL). A lot of practice is required before this mode of communication reaches the level of sophistication for adults and, consequently, is sometimes difficult to use as the primary form of communication with students (Nakamura, 1995). Finger spelling, where each word is spelled letter by letter using hand positions, is a supplemental system employed by some teachers. It is slower than signing which makes it the more preferable communication system for those who do not read sign, and with deaf-blind persons who can interpret finger spelling in their hands, but cannot interpret sign due to sight deficiencies (Sherrill 2004). Teachers can pick up either of these methods, ASL or finger-spelling, through self-study to convey common movement concepts in the gym (walk, run, stop, sit down, etc.).

Lip reading or speech reading is difficult to master because many sounds, such as (p)ail, (m)ail, and (b)ail appear to be identical. Berke (2005) noted that only about 30 percent of spoken language is visible, thus critical information can easily be overlooked. In addition to adjusting to personal styles of each speaker, students are known to struggle with general distractions that can plague most physical education learning environments. Suggestions for improving a child's success with lip reading are to stand in good lighting and have the sun at the students' backs, speak clearly and slowly, make eye-contact and use a lot of facial expressions. Visual cues like facial expressions or gestures can positively impact the environment for all students (Berke, 2005). Due to the variability in effectiveness of the above methods, however, it is practical to consider using other high and low technology devices in the gym.

Learner Qualities Appropriate for:	ASL	Finger Spell	Lip Read	Talk Pad	Cheap Talk 4	Gus!
	High variability; inconsistent					
Pre school children	X	X	X	X	X	
Children with Developmental Delays	X	X	X	X	X	
Children K-2	X	X	X	X	X	
Children 3 rd -5 th grades	X	X	X	X		X
Children with Severe Developmental disabilities				X	X	

Low Tech Devices

The sophistication of technological devices available for use varies with each piece of equipment. The Talk Pad for instance, contains a total of 4 buttons. The main motivation for the student's engagement in the activity may simply be the thrill of pushing the necessary buttons.

Student Initiated Communication	Option 1	Option 2	Option 3	Option 4
Stations Work	I want to go to the mats.	I want to go to the bean-bag station.	I want to go to the throwing station.	I want to go to the balancing station.
Parachute Activity	I want to shake the parachute.	I want to hold the parachute up high.	I want to throw a ball onto the parachute.	I want to go under the parachute.
Conversation with peers	Hi, How are you?	Are you going to the game tonight?	What's your favorite sport?	Will you push my wheelchair around the gym?

Similarly, Cheap Talk 4 (table above) is another low-tech device one can use in the gymnasium. It is designed to give children with expressive speech disabilities a chance to talk using the pre-recorded messages on the panel. There are four buttons on this device that correspond to four pre-recorded messages. When a student wishes to express one of these messages to a teacher or another student, all s/he will need to do is press the appropriate button. This device organizes the keys in a horizontal line, as well as in a square formation with two buttons on each row. One design may be preferred over another depending on the child's ability to control fine movements. The square buttons are also colored, which increases the practicality of this device for those who are unable to read. Each button can record up to five seconds in length, and the electronic recording chips within the device provide amazingly clear sound quality. This apparatus is made from "high impact" plastic so is a durable choice for the gymnasium setting. Consider having a child record the messages so that the user is better represented by a voice that sounds like one his/her age.

Tasks to help students with sequencing	Step 1	Step 2	Step 3	Step 4
Kick Task	Kick the ball to the red cone	Run to the red cone	Kick the ball to the blue cone	Skip to the blue cone
Stations Work	Gallop to the Scooter Station	Hop to the Mats for Tumbling	Skip to the Throwing Station	Walk backwards to the Climbing Station
Bean bag toss	Pick up bean bag	Make an "L" with throwing arm	Point to the Target	Throw toward target
Balance Task	Step onto the balance board	Balance standing still	Walk to the end of the board	Step off the balance board

Another useful low-tech device is a Talking Photo frame. The lid of the photo frame can be operated as a switch to activate a voice recording. Various messages can be attached using a piece of Velcro for the front of the frame. Either a picture or a texture symbol can be used to represent a simple message which is communicated when the user (child) flips the switch. These pre-programmed compact communicators can be situated around the gymnasium or other learning environment for use by those who cannot verbally converse (Stokes, 2005). Examples of use are recording messages such as "I finished throwing and I'm going to the mats" or, "I want to do that again."

High Tech Devices

Before buying a communication device, check with the school speech pathologist and/or the special education teachers to discuss adapting a student's high or low tech communicator for use in the gym. If ones budget allows, there are numerous high-tech communication devices on the market that physical educators can use time and again. High Tech devices have more sophisticated designs than previously mentioned technological devices, but although they offer greater complexity in terms of function, they still are user-friendly, such as the Gus! Pocket Communicator. It is designed for those with communication or speech disorders who prefer a small speech system and have the functional ability to use a hand held computer. Gus! stores pages of words and phrases and has the capacity to generate new words and phrases while on-the-go. This transportable and powerful speech apparatus is compatible with any Pocket PC from any manufacturer. With this, the school would not have to worry about formatting the device with a special computer used specifically for Gus!

Voice Pal is another high-tech device that uses recorded speech and links these recordings to pictures on the plastic box. Selected pictures are put into slots on the "face" of the apparatus and there is recorded speech of that picture. This allows the student to link the word, as well as its' sound, to a visual. This portable box allows ten messages with each lasting six seconds. The students can press the buttons or they can access them through attached external switches for each of the ten slots. The most attractive feature of the Voice Pal is its portability. Being in the gymnasium requires a lot of movement due to the large space provided. Since this is transportable, the students, the instructor, or the aide can carry the device until it is to be used.

It is important to bear in mind that some students requiring communication devices, may have limitations in other aspects of their

lives. For instance, students may struggle with fine motor skills, which cause difficulty with precisely connecting with buttons or keys. A student may want to relay a message but then unintentionally press the incorrect button. To alleviate this difficulty, there is a Side Swiping Communicator. This low technology tool records 20 seconds of communication for each unit. The messages can be recorded and re-recorded with ease, and the device can be mounted to a surface to prevent its movement.

The Visually Impaired Communicator is a ten message mechanism for those with visual impairments. It contains dimmable thirty-watt fluorescent bulbs to provide powerful backdrop illumination when used with its 12-volt wall transformer (Technical 2005). The icon holders are transparent which gives the educator the option of transparent or clear icons to make sure the optimal visibility is attained. The buttons record up to five second messages on six different levels. This device also allows the teacher or therapist to record a message and then re-record another message as needed.

Finally, the Hip-Talk Communicator is a portable piece of equipment worn on the hip. This high technology tool can travel with the student. Its appearance resembles that of a fanny pack and it comes in either one, two, four, ten or sixteen message capacities. The one, two and four message models are carried in a soft, zippered pack and connect to your hip by the waist strap. The buttons on these models are at a lower level than the face of the device which makes them easier to access. The ten and sixteen message models are designed to clip onto a belt. These models have buttons on the top that are clear so the user can insert a small picture or icon to identify each message. All Hip-Talk models' buttons play the recorded message when pushed and again, the user can record and re-record messages when appropriate.

With the creativity of teachers and the help of several companies, low and high technology devices have been established for children with reduced hearing. The Cheap Talk 4, the Talking Photo frames, the Side Swiping Communicator, etc., are just a few of the accessible tools available for students in the gymnasium. Not only are the messages helpful for both the student and the teacher, but the simple button pressing task enhances the learning experience and motivates the children. Researching effective devices or designing low technology equipment, is improving the life of a student and there is nothing more rewarding.

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President-Elect

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the major components of our service to the profession and yet OHPEP is not represented at meetings. Again, we need to 'take care of our own kind'.

- 8.) City /County Supervisor on the Board: I would like to consider the city/county Supervisor Section be eliminated and instead have a representative on the board. This group of people is VAHPERD's direct link to 90% of our professionals – members and non-members (potential members). This would assist in establishing communication links to our professionals.
- 9.) Hoops and Jump Representative on the Board: I would also like to consider having a representative for HOOPS and JUMP for Heart on the board. 75% of our budget is derived from these programs, yet the coordinators are not attending our meetings.

In essence, implementing such a challenging platform cannot be done by an eagle. It has to be done by hardworking dedicated geese. . . each stepping up to the front when you get a call or e-mail or the flailing of an arm or wing – indicating "I need your help".

No matter what happens we must fly/work together for the good of the flock.

Of course, one person proposing something doesn't always make it come turn. Much work must be done to see if these proposals can really work for our association. Some might fly, some might get their wings clipped. Feel assured that this association will, in the end, do what is best for 'our own kind'.

What really is important is your feedback to these proposals. They are rough and need refinement.

Please step to the front of the flock and send me your opinion on my proposals. You can call me at 804-639-6538 or email me at kay_schiltz@comcast.net

Preventing Obesity

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Virginia State Students

Laughing and Learning: Enhancing Classroom Communication

By Dr. Paulette Walker Johnson, Virginia State University

Are you looking for a new and innovative teaching strategy? Do you want to garner your students' undivided attention? Are you struggling to create an atmosphere in which your students will look forward to attending your classes?

You can do these things with the use of a strategy that does not require vision, leadership, resources, political leverage or community support. This strategy can transform a troubled class into an effective one in a matter of minutes. This strategy is the use of "humor".

Within the past few decades, the use of humor has grown and has become a prevalent theme in a variety of mediums. A fair analysis of books, music, movies and media reveals its widespread use. Humor is evident everywhere from politics to the pulpit. Why not use it in the classroom?

Those of us, who "teach", have an incredibly challenging job. Our common purpose is to help students engage in lifelong learning, participate in a democratic society and qualify for productive life work. No single teaching strategy appears to ensure success for all student learners.

A typical day for a teacher is filled with demands, deadlines, pressures and obligations. Class sizes are increasing, email is never ceasing and too often, students seem to resist our best efforts at helping them, for no apparent reason.

To add to the challenge, each semester students enter our classes with diversity in individual and demographic characteristics. Regardless of student's racial, ethnic, or socioeconomic backgrounds, teachers are expected to deliver instruction that is engaging, relevant, multicultural and that appeals to a variety of learning styles.

As teachers, we have learned to adapt, to adjust and to continually incorporate a spectrum of teaching strategies. Should teachers be firm or flexible? Should teachers be accommodating, autocratic, demagogues or democratic? Should teachers use tough love or resort to parental phone calls?

As a Physical Education teacher for more than three decades, I consider myself to be an effective educator. Even so, I could not seem to generate a connection to some students. Gaining and maintaining their undivided attention eluded me. That was, until I discovered and began to utilize what has become one of my most valuable assets....my sense of HUMOR.

As teachers, we all have individual strengths and weaknesses. What works for me might not work for you. Each one of us should seek to build on our strengths and use what works best. For me, it's humor. Practicing and incorporating a sense of humor is easy and comfortable for me. Humor has helped me motivate students who seemed uninterested. Humor has helped to enhance group cohesion in the classroom. Humor has helped defuse more than a few tense situations during activity classes in the gymnasium. Moreover, using my sense of humor has allowed me to overlook, tolerate and cope when there was nothing else left to do.

Humor is one inexpensive, yet priceless way I connect with my students that make both them and me, enjoy coming to class. In

an article "Humor for your Health", Gascon (2006) supports the notion that humor in the classroom is healthy, acceptable and is a solution to combat stress and teacher burnout.

I have adopted a light and playful mindset that I use in each of my classes. A self proclaimed Type A personality, my lectures are made lively and animated on purpose. I deliberately utilize a relaxed voice and a wide toothy smile as often as possible.

A student once described the atmosphere in one of my classes as "a warm and friendly learning environment". She further indicated that she felt safe and enjoyed being in the class. Rainberger (1994) suggests that humor is a valuable tool that can contribute to positively managing a classroom by promoting relaxation and creating a comfortable social environment. According to Rainberger, teacher humor has been shown to reduce tension and produce positive physiological benefits.

Sometimes, there is so much humor in a classroom that my students appear to forget they are learning and I forget I am teaching. The course PHED 274 History of Physical Education that I taught during the Fall Semester was one such example. We chuckled and laughed our way through content that had the potential to be quite "boring". Studying how physical education evolved from ancient Roman and Greek history provided the class with an array of puns and mixed metaphors. Humor does not have to be a diversion or digression from the content of the course. Instead, it should be woven into the knowledge, skills and abilities the students are already learning.

In this climate of accountability and accreditation, we must continue to investigate alternative ways of looking at the role pedagogy plays. The success of our students is contingent on our ability to match teaching styles with learning styles. Giroux (1998) in looking at challenges facing today's educators, urges us to reach toward a new level of positive communication through an emotionally engaging classroom where students are connected to school, to learning, and to improved relationships with their teachers and peers. Giroux's suggestions can be realized by continuing to learn about ourselves and what we bring to the learning relationship.

Some students are global thinkers while others are analytical. Some learn best from lecture and others benefit more from hands-on experiences. Clearly, having an array of diverse teaching strategies readily available would be ideal. Beyond that, consider using your sense of humor. It's free, readily available and everyone benefits.

Gascon (2006) believes that if you use your humor appropriately, in moderation, respect the boundaries of your situation and give students time to get used to the idea, you will be surprised how quickly it is accepted and embraced.

In the words of Dale Carnegie, "People rarely succeed unless they have fun in what they are doing". Therefore, let us humorously promote success by providing caring environments and utilizing strategies that connect our students to our instruction.

Getting Involved with VAHPERD . . . An Insider's Perspective

By David Sallee

I have often wondered why more people don't get involved with professional organization. Everywhere I go I see agencies that are struggling to fill their roles. I also know of many people who are interested in being involved, but just don't know how to get started. That is what this article is about. You and I talking about what it takes to be a part of your professional organization.

There are multiple layers in the VAHPERD organization. Most people who get involved in VAHPERD leadership start at the section chair positions. There are 20 sections in the organization. Each section represents a different aspect of our professions. For instance, under the Physical Education Division, there are chairs for Elementary Physical Education, Secondary Physical Education, and Adapted Physical Education just to name a few. There is a section of the organization that is right for you. If you go to the web page you will see a list of officers and directors posted under leadership. You can take a look at all of the chair positions and see which one interests you. There is something special about you that only you can offer and no one else can. If you don't take a turn at leading the organization how will we ever be as good as we can be. We will be missing what you can bring to the table.

There is not great competition for the section chair positions. Often members of the organization recruit people to be involved during the convention. Remember that twenty people leave the chair positions each year. If you are interested you have a good chance of being elected. The elections occur during the convention at the representative assembly. The easiest way to be considered for the position is to fill out a nomination form. It is available on the web site under forms.

Well, you may be asking yourself, "What will be my responsibilities if I am elected?" Terms run for three years. Sections chairs are asked to come to two meetings per year. During your term you will be active in gathering presentations for the conventions. It is a great opportunity to meet many new people and network with other professionals that are excited about what we do. It makes you excited just to be around them. Don't you need some energy in your life?!

You could also do a presentation at the convention. Don't underestimate your ability to make a contribution. We all have something special to offer. Just think about it for a minute. If I asked you to break out your best lesson, you know the one that works every time. I bet you could deliver that material right now. How about presenting that at the 2007 convention? I bet you have a great lesson or lesson series; how about letting the rest of us in on it? Think about what it would be like if twenty people presented their best lesson or lesson series at this years convention. When you left the convention you would be stocked with great ideas.

If you are interested in making a presentation all you need to do is submit your idea for review. There is a convention presentation form downloadable from the VAHPERD web site. It just takes a few minutes to fill out. You need to send it in soon so that you can be considered for this years convention. What do you have to lose? If it gets accepted you put together a presentation that will last about fifty minutes. You come to the convention and put on a show for people who are happy to be there and are always supportive. It is not like you have never presented before. You are just doing what you do everyday. It is a great way to earn recertification points or just to have a new powerful experience. Your chances of presenting are pretty good. At each convention there are between 120 and 140 presentations presented. Its fun, give it a try! I have met dozen of interesting people presenting at VAHPERD. I come away pumped up and excited about teaching. I do at least three presentations each year. I have done presentations on research, athletic training, massage therapy, health education and many other topics. If I can do it I know that you can!

You could also write an article for the Virginia Journal. I am the editor for the journal. I can tell you it is a struggle to get articles for each issue. It is not that people don't want to publish, they are just like you doubting that they have something important to say or that they have time to create the article. I can tell you that the only way you will know is if you take the opportunity to try. Take a look at the article you are reading. You must be interested or you would have quit reading by now. I spent about five hours on it. I started by just writing. I wrote anything that came to mind. I did not worry about a beginning or an end, I just started. I got a flow going and the next thing I knew I had been typing for two hours. I stopped and did not look at the article for a few days. I went back and started editing. I just kept working at it until I had something that I thought was acceptable. You notice I did not say great. I said acceptable. Your article does not have to be perfect. It just has to get to me so that I can give you a chance for publication. Think about it, in the time you spent watching television this week you could have written an article for publication. How will it feel to have your article in the Virginia Journal? How will your supervisor, coworkers, and students respond when your name is at the top of the page? Sounds cool, it is!

I am always looking for articles. I try to publish the things that will appeal to all types of people in our organization. I love to publish student work and give new authors a chance to publish. Our journal is a practitioners journal. People want to read articles that will help them be better educators. That means that what you have to say will have impact because you are out there doing it. Give yourself a chance. Get involved. I did and it has made a world of difference in my life. I have met many wonderful people who love what they do. I get a chance to offer something of myself and know that I am affecting someone some place. You're still reading this. I must have done something right!

Efficacy of Diabetes Day Camp: Lessons for Better Serving Youth

By *Eddie Hill, Ph.D., Old Dominion University; Ron Ramsing, Ph.D., Western Kentucky University; Laura C. Hill, Ph.D., Norfolk State University*

Background and Significance

Diabetes is considered to be one of the most psychologically and behaviorally demanding chronic illnesses facing adolescents (Cox & Gonder-Frederick, 1992). With no cure for diabetes on the immediate horizon, self-management has become the cornerstone of type 1 diabetes treatment (Mensing, et al., 2000). The ultimate goal for a youth diagnosed with type 1 diabetes is effective self-management combined with the support of parents, health-care professionals, and others that directly influence the youth's decision on how to manage their illness (Schilling, Grey, & Knafl, 2002). However, considerable evidence suggests non-adherence to appropriate maintenance and management regimens could be as high as 93% (Coates & Boore, 1998). Youth with poor self-management are at higher risk of diabetes-related complications that may lead to physiological, psychological, and social problems.

Effective self-management has been shown to slow the onset and progression of health related complications (National Institute of Health, 2003) while increasing quality of life (Hoey, et al., 2001). Financial burdens have shown to be lessened by effective self-management. In 2002, the total annual economic cost of diabetes was estimated to be \$132 billion or nearly 15% of health-care expenditures (American Diabetes Association, 2004). Fortunately, the benchmark study by the Diabetes Control and Complications Trial Research Group (1993) demonstrated that any sustained lowering of blood glucose helps with the prevention of diabetes-related complications and secondary illnesses. In addition, Sheldon, Williams, and Joiner (2003) found that providing autonomy supportive environments assisted individuals with diabetes to better self-manage their illness.

Autonomy Support

Related to diabetes, autonomy support (AS) entails working with youth, from their perspective, to promote engagement and ownership of particular behaviors (Deci & Ryan, 2000). Engagement and volition are achieved through providing choices, perspective-taking, and rationales, when necessary (Sheldon et al., 2003). Choice provision (at the parents'/practitioners' discretion) offers ownership to the individual making the decision. Perspective taking provides a sense of understanding, empathy, and acknowledgement of feelings from a participants' viewpoint. Finally, rationale provision provides justification for youth when restrictions are necessary. Effective rationale provision limits youths' perceptions of outside control by offering additional information in the decision making process. Research has shown that providing an autonomy supportive environment significantly promoted healthier behavior in persons with type 1 diabetes (e.g., Sheldon et al.). The research on autonomy support has been furthered through investigations focusing on youth in recreation diabetes camps (Hill & Sibthorp, 2006; Ramsing, 2005).

Recreation Camps

Diabetes camps have long been considered beneficial to par-

ticipants; both campers and family members. Historically, these camps have provided active mediums for recreation programming that allow for the realistic practice of exercise, glucose, diet, and injection control in an authentic setting that emulate day-to-day living for youth (i.e., self-management). In addition, campers have formed meaningful friendships with others who are coping with the similar daily struggles of living with diabetes. However, until recently, the impact of diabetes camps has had limited empirical evidence (Hill & Sibthorp, 2006; Sibthorp, Paisley, & Hill, 2003). Therefore, the purpose of the study was to determine the impact of a diabetes day camp on diabetes competence, camper relatedness, camper satisfaction, and perceptions of autonomy support from parents.

Methods

During the summer of 2006, data were collected at a vacation diabetes day camp in Southeastern Virginia. The four day camp program catered to youth ages 6-12. Camp activities consisted of traditional arts, crafts, and games; unique skill sessions (e.g., Yoga and Karate); the field trip included indoor rock climbing and an educational maritime center; and events created specifically for youth with diabetes to include nutrition and diet seminars. Capstone activities included the creation of "team challenges" where the campers completed teambuilding exercises and prepared for a Gala graduation. The graduation brought together campers, their families, hospital administrators, and pharmaceutical representatives where all enjoyed a motivational speaker, awards presentation and camper recognition, and a social hour.

Data Collection

Paper and pencil questionnaires were utilized to determine the impact of diabetes camp. The focus was on campers' self-management of diabetes, satisfaction with the camp experience, and perceptions of autonomy support offered by parents outside of camp. The posttest questionnaire consisted of two measures both qualitative and quantitative methods; the Diabetes Camp Effectiveness Scale (DCES) for camp satisfaction and the Health Care Climate Questionnaire (HCCQ-M) used to assess perceptions of autonomy support.

Diabetes Camp Effectiveness Scale

The DCES, created specifically for Diabetes Camps, targeted three different constructs: diabetes competence, social/relatedness, and camp satisfaction. The three constructs were operationalized as: *Diabetes Competence*, the degree of camp information that will lead to better diabetes management; *Social/Relatedness*, the connectedness fostered by camp staff and other campers; *Camp Satisfaction*, how much they enjoyed and would like to return to camp.

The campers and parents completed the ten-item camp evaluation (DCES) followed by qualitative items. Each questionnaire targeted the same outcome, but from different perspectives (i.e.,

parent and camper perspective). See Table 1 for an example. The second component of the camp evaluation was the qualitative portion. This allowed campers and parents to give written feedback about what they enjoyed most and least at camp. A camper and parent version were administered.

Table 1. Example statement from the Diabetes Camp Effectiveness Scale [DCES] (camper version)

Camper Version	Not True		Somewhat True		Very True	
	1	2	3	4	5	6
1. I learned something at camp to help manage my diabetes.						

Health Care Climate Questionnaire-Modified

The Health-Care Climate Questionnaire-Modified measured campers' perceptions of the degree of autonomy support offered by parents. The measure of autonomy support, conducted through the six-item HCCQ-M, was exploratory in nature suggesting that no training was provided for parents to foster autonomy supportive contexts. Autonomy support was examined to determine the amount and differences, if any, that existed among campers and parents. This was conducted on two levels: the amount of autonomy support of parents as perceived by youth and the amount of autonomy support offered by parents from the parents' perspective. Table 2 provides an example of the questions asked of each group.

Table 2. Example statement from the Health Care Climate Questionnaire-Modified (parent version)

These questions are about your influence on your child's diabetes management.	Not True					Very True
	1	2	3	4	5	6
1. I feel that I provide my child with choices and options about managing his or her diabetes.						

Results

The data were explored by computing descriptive statistics through SPSS 12.0. Due to the small sample size ($n=9$), inferential statistics could not be applied. However, a review of the descriptive statistics did provide helpful information for the day camp staff as well as the researchers' future development along this line of research.

A total of nine questionnaires were collected from campers and five from parent teams. Of the campers, seven were female while two were male. The average age for campers was 10.5 years. The mean length of time since diagnosis with diabetes was 5.5 years.

Diabetes Camp Effectiveness Scale

After analyzing for reliability (through pilot study), the three constructs showed between low to medium coefficients (.53-.73). The constructs of the DCES were measured by summing the responses of the 6-point Likert Scale. The higher the score, the more that statement applied to the individual. Table 3 indicates the basic statistics for the constructs from the **campers** and the *parents*.

Table 3. Descriptive statistics of subscales for the DCES.

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Diabetes Competence-Camper	9	3.50	6.00	5.00	.86
Diabetes Competence-Parent	5	2.25	6.00	4.60	1.73
Social/Relatedness-Camper	9	3.00	6.00	4.85	1.20
Social/Relatedness-Parent	5	4.00	6.00	5.47	.87
Camp Satisfaction-Camper	9	3.00	6.00	5.30	1.05
Camp Satisfaction-Parent	5	4.33	6.00	5.67	.75

Qualitative Data

Qualitative methods were utilized to garner respondents' perceptions of camp effectiveness. Campers response to the question regarding "What I enjoyed most and least about camp", indicated that the field trip was most important. Learning about diabetes, Treasure Mapping, yoga, and arts/crafts, were indicated as being equally important but less than the field trip. Activities that were least enjoyed by campers included karate, Diabetes Jeopardy [nutrition], and leaving (concluding camp).

Similarly, parents were asked to rank activities they perceived their child to enjoy the most. Parents ranked "meeting other kids with diabetes" first, field trip, second, and learning about diabetes as being third. Karate and camp being too short were identified by parents as being least enjoyed by their child.

Health Care Climate Questionnaire-M

The construct of Autonomy Support from the HCCQ-M was measured by summing the responses of the 6-point Likert Scale. The higher the score, the more that statement applied to the individual. The mean perceptions for autonomy support by **campers** were 4.85 while *parents* were 5.00. See Table 4.

Table 4. Descriptive Statistics from the HCCQ for campers, parents, and camp counselors.

	N	Minimum	Maximum	Mean	Std. Deviation
Campers' Perception of Autonomy Support from Parents	9	2.50	6.00	4.85	1.51
Parents' Perception of Autonomy Support Provided to their Child	5	3.17	6.00	5.00	1.14

Implications and Discussion

Incidence of diabetes is on the rise and without a cure on the horizon, recreation camps appear to be a promising and practical modality for enhanced satisfaction and behavior change. Practitioners (e.g., physical education teachers, recreation professionals) should be prepared to provide services for youth with diabetes in venues, such as camps, that provide opportunities for social interaction, increased competence for diabetes self-management, and sense of self. Diabetes camps can be effective environments to work *with* youth for recreation and educational outcomes. Camp experiences can offer an authentic experience to manage diabetes through efforts of teaching self-management strategies (e.g., physical activity) that could decrease complications and increase quality of life.

Diabetes Camp Effectiveness Scale

Based on findings from the DCES, the Vacation Diabetes Day Camp was a success. It appears that not only are campers and parents pleased with camp activities and want to return in the future, but they have also learned helpful management strategies (e.g., how physical activity impacts glucose levels). Second, the campers and parents felt a sense of community and connectedness throughout camp (e.g., feeling comfortable enough to discuss health concerns). Feeling a sense of community was stressed as something very important to parents. Third, overall satisfaction of camp from parents and participants was very high. These comments indicate that this camp staff is doing a great job at providing a fun and educational experience for youth with diabetes and their families.

Health Care Climate Questionnaire-Modified

The concept of autonomy support is rooted in the notion that choice, rationale, and perspective taking are critical for youth to feel ownership in their decision making versus feeling controlled (e.g., asking a child what she would like to do in order to manage blood sugars versus stating, without choice or rationale, how to manage blood sugars). Autonomy support has been shown to be a critical factor for healthy diabetes management. From an autonomy supportive perspective, the most valuable piece of information from these results was the highly similar perceptions of campers and parents. This is helpful because it eliminates potential discontinuity in perceptions. In other words, the camper is accurately interpreting what the parent is attempting to communicate with regard to choice about diabetes management. The future direction should be the development and implementation of methods to increase levels of autonomy support from all groups (e.g., autonomy support training for parents, health providers, school nurses). This direction would parallel the literature that indicates autonomy support is a significant component in promoting healthy behavior through supportive versus controlling environments.

Conclusion

Camps have a long history of providing youth with meaningful experiences. Through camps, recreation professionals, physical educators, and many others are beginning to explore the long-term impact of camps on youth with diabetes. With an increase in diabetes diagnoses in youth, there will be a need to better serve this growing population. The findings from this study provide practitioners with usable information on how to better meet the needs of participants involved with diabetes camps. Suggestions for future research include examining the role of families in camp as related to autonomy support; exploring the efficacy of various training models for instruction of autonomy support techniques; and programming activities for specialty camps.

Specialty camps that focus, for example, on diabetes are inclusive and can be valuable for all who participate. Diabetes expertise is not necessary to meet the needs of youth. However, a basic understanding of the medical concerns should be practiced at a minimum (e.g., impact of physical activity on blood sugar). Furthermore, practitioners should be aware that these youth, regardless of their medical histories, are youth first. They, like many others, want to attend camp. Camps used as a modality for

education, fun, and behavioral change (e.g., using fun to assist in the management of diabetes) should be used in the most effective way possible. Camp can be an authentic medium for healthy behavior among youth with diabetes.

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Preparing for Your First Student Teacher

By A. Vonnie Colvin, Ed.D., Longwood University, Farmville, VA

Nancy J. Markos, M.Ed., CAPE, Broadus Wood Elementary School, Earlysville, VA

Dear Mr. Smith,

We have just received a request from State University to place a Student Teacher in health and physical education next fall. Would you be willing to have a Student Teacher? Please contact Principal Smith if you are agreeable.

Sincerely,
School System Human Resource Office

The college pre-service teacher has many practica experiences before graduation. However, the student teaching placement is the site where he “puts it all together.” It is the Cooperating Teacher who helps the college student make the transition from student to teacher. She is the guide, coach, and facilitator for the young professional as he completes this capstone experience.

Student Teachers are traditionally placed in an elementary experience for eight weeks and a secondary placement for eight weeks. In many places, they will also teach health education during one or both of the placements. Unfortunately, site selection and placement of Student Teachers for this capstone experience is not an exact science.

Student Teachers are placed in schools using two primary methods. The first is to place students near the university. In this situation, the University Supervisor will usually know all of the Cooperating Teachers in the area and have forged a positive relationship with each of them. When those connections exist, the University Supervisor can attempt to place a Student Teacher with a Cooperating Teacher that matches his personalities, strengths, goals, etc. This constitutes the best possible situation.

In other circumstances, students request to complete their student teaching near their hometowns. The University’s Office of Field Placements initiates the paperwork and students are placed in school systems, as illustrated in the above letter. The specific placement selection is determined through local school system protocol. Occasionally, the city-county health and physical education coordinator will assist with placing the Student Teacher.

If the placement is some distance from the university, retirees or other faculty members may be asked to represent the university in supervising the student teacher. In this case, the supervisor from the university may or may not have any prior experience working with the Student Teacher. The purpose of this article is to assist the first time Cooperating Teacher when the university is several hours away.

Before Accepting the Student Teacher

Each state has universities with teacher preparation programs and each of these institutions has a reputation – some good, some bad; some accurate, some not. Unfortunately, the Cooperating Teacher may only know about a university through its reputation. While the primary focus will be the Student Teacher with whom she works each day, the university is a major player in this situation. Before agreeing to take a Student Teacher, “. . . Cooperating Teachers should always try to gain an understanding of the

expectations and guidelines from the Student Teacher’s university and make sure that these expectations are in harmony with the Cooperating Teacher’s own philosophy before the acceptance of a student-teaching placement (Pellett, Strayve & Pellett 1999).” Communication with the university is important.

A member of the university’s Physical and Health Education Teacher Education (PHETE) faculty should be in contact with the Cooperating Teacher. However, this faculty member may not know where the Student Teacher is placed until after the Cooperating Teacher has agreed. Again, the student requests an area of the state and the local school system makes the placement. Therefore, the beginning Cooperating Teacher may want to initiate the contact before agreeing to mentor a Student Teacher.

Just like writing a newspaper article, the Cooperating Teacher needs to know the: who, what, when, where, and how of the situation. The following are a few initial questions to ask. However, they are just the beginning:

- Who is the student?
- Who is the contact person from the university?
- Who will be the Student Teacher’s supervisor?
- What is his background? Has he worked with children before?
- What are the university’s expectations for me? Paperwork, mentoring, etc.
- What are the dates of the placement? Can I meet him before that time?
- When are the deadlines for submitting any evaluation paperwork?
- Where do I go if I have questions or problems?
- How much preparation has this student had? Practica experiences? Is this his first or second placement?
- How much will the Student Teacher teach? Does he observe for a week and then become eased into the experience?

The University’s PHETE faculty can be located through information on the University’s website and they will be able to answer these questions. Communication may be via email or phone. Again, since the school system often completes the assignments, your contact with the PHETE faculty member may be the first official communication he has received about the placement.

If your discussion with the PHETE faculty member is positive, then contact the appropriate person in your school system and indicate your willingness to mentor a Student Teacher. If you are unsure or unwilling, then it is totally acceptable to decline a Student Teacher at this time. In addition, if you know that there are complications with your job, e.g., you are in charge of the school’s accreditation team this year or you will be a head coach for the first time, then you may decide to decline a Student Teacher. Many people mistakenly believe that Student Teachers are co-teachers. Actually, they are a major responsibility and should only be undertaken when the Cooperating Teacher has ample time to devote to the Student Teacher.

What the University Should Provide:

Every university should have created a Student Teaching Manual. While it is usually designed for the Student Teacher, the Cooperating Teacher will find that it provides a wealth of information. This should be sent from the university OR it may be downloaded from the university's website.

In addition, there may be a "New Cooperating Teacher Preparation Course," or at least an orientation. Many colleges/universities have created on-line courses for this situation. If actual meetings are scheduled, they may be held on campus or be centrally located so that many Cooperating Teachers can meet closer to their respective schools. Regardless, this is something the new Cooperating Teacher should attend if at all possible.

The Student Teacher will earn a grade for the experience. It may be determined exclusively by the University Supervisor or in conjunction with the Cooperating Teacher. While some universities record grades as pass or fail, others will use the traditional, A, B, C, D, or F assignment of grades. Universities must have an assessment plan in place to determine those grades. Even if the Cooperating Teacher is not responsible for assigning grades, it is very helpful to have those assessment criteria and their corresponding rubrics at hand. Request this information from a PHETE faculty member or the Student Teacher's University Supervisor. These assessment tools will provide a framework for the entire student teaching experience and guide the new Cooperating Teacher as she mentors the Student Teacher.

General Guidelines for Working with Student Teachers

The university will want the Student Teacher to experience the full teaching experience – bus duty to PTA meetings to development of an Individualized Education Program (IEP). While teaching will be the priority, knowing how to submit attendance via computer or organize a grade book are very valuable skills that the young professional needs to acquire. In addition, the Student Teacher may know content and delivery, but he may lack supervision experience.

Assimilation into teaching will be guided by university philosophy, readiness of the Student Teacher, and the Cooperating Teacher's specific situation. Some universities prefer the Student Teacher to just observe for one week and then begin assisting and slowly work up to teaching solo for one week. Other universities encourage the Student Teacher to teach as much as possible as soon as he is ready. The specific placement will determine how quickly the Student Teacher begins to teach an entire class. For example, there may be one class that is very challenging and the Cooperating Teacher may decide to wait until late in the placement before the Student Teacher works with that class alone. Ultimately, the Cooperating Teacher will make that decision; after all the children being taught are her students and they are her first priority. The needs of the Student Teacher are secondary.

The Journal of Physical Education, Recreation, and Dance has published several articles that are particularly beneficial to the new Cooperating Teacher. Smith (1998) clearly defines an eight-phase, eight-week mentoring strategy for Cooperating Teachers.

Pellett, Strayve and Pellett (1999) provide a logical sequence in which the Student Teacher assumes responsibilities and develops appropriate pedagogical and behavior management skills. Both of

these articles will assist the new Cooperating Teacher in providing a structure to the student teaching experience.

Before Student Teaching Begins

Once the decision to mentor a Student Teacher has been made, the Cooperating Teacher should develop a hand-out about the school and her specific expectations. This hand-out will become the foundation for the student teaching placement. The new Cooperating Teacher should really think about what the young professional should know and do. If lesson plans should be handed in two days before he teaches, that should be stated as an expectation. If the school has a specific dress code for faculty members, communicate that too. Also include behavior rules, rewards, and consequences used in the behavior management plan. Classroom protocols can also be described or they may be discussed during the Student Teacher's first visit to school. Copies of the Faculty Handbook and Student Handbook for the school will also provide important information to the Student Teacher.

It is advisable for the Student Teacher to come to his placement school for a "get acquainted" meeting before the first day. He should contact the Cooperating Teacher about an appropriate day and time, and not just arrive unannounced. Meeting in May for a fall placement or in December for a January placement would be preferable. In addition, it is very beneficial if he meets with the Cooperating Teacher during her planning period and then observe as a class is taught. These arrangements provide sufficient time for the Student Teacher to learn about the Cooperating Teacher's expectations and begin to get the feel for the situation. The hand-out and related materials will provide the Student Teacher with information to take home and reflect upon before his return to begin the placement.

It is very appropriate to give the Student Teacher "homework" during this meeting. Many Cooperating Teachers ask the Student Teacher to teach an area of strength when they first begin teaching some of the classes. Ask him to bring a unit and the corresponding lesson plans he has developed when he returns for his first day of student teaching. Also ask the Student Teacher to create a list of his perceived strengths, weaknesses and goals for the experience. He should bring those when he returns. These lesson plans and lists will provide excellent insights about the Student Teacher as well as key talking points throughout the placement.

Working with the University Supervisor:

The supervisor from the university should meet with the Cooperating Teacher and the Student Teacher at the school during the first week of the placement. He should contact you prior to the visit and arrange to meet during your planning time. This meeting should serve as a "get acquainted time" and he can explain his role in the student teaching process.

During this meeting, the University Supervisor should explain how often he will visit, if the visits will be scheduled beforehand or unannounced. Each university has established requirements on the *minimum* number of visits the University Supervisor will make to each placement. Some may be required to visit the Student Teacher twice during the eight weeks. Others may be required to visit each week. Some will plan the next visit with you before leaving, while others prefer to come unannounced.

There may be times when the Student Teacher is not performing to the expectations of the Cooperating Teacher, e.g., not turning in the unit and lessons plans on time, arriving to school late, not coming to school because of reasons other than being sick, etc. If the Cooperating Teacher recognizes a problem, she should address it immediately. Document all areas of concern. If the problem is not corrected at once, the University Supervisor should be notified. Since the University Supervisor may see the Student Teacher only every other week, problems should not be placed on hold until the next visit. Together the Cooperating Teacher and university can implement a plan for the Student Teacher. Set expectations high and adhere to them.

The Student Teacher Progression

Beginning the student teaching process can be overwhelming to some young professionals. It is important to begin slowly and add more responsibilities as the Student Teacher progresses. Initially, the Cooperating Teacher will teach all of the classes. However, the Student Teacher should not be passive at this time. A check list of teaching behaviors to observe and record should be provided to him.

At first the Student Teacher should only observe one target area. After two classes have been observed, add another teaching behavior. This continues throughout the day. During planning time and at the end of the school day, review this list with the Student Teacher and ask him for feedback on what he has observed. This is an excellent teaching tool for the Cooperating Teacher to determine if the Student Teacher really understands the pedagogical skills being used. When he begins teaching a unit, the Cooperating Teacher will use a similar check list to evaluate his teaching skills.

Since behavior management and transitioning are usually two of the more challenging skills for the young teacher, emphasis on those areas should begin on the first day. Later the list should be expanded to reflect the university's assessments and rubrics. In addition, several texts are available that include systematic observation tools for use in physical education. Improving *your teaching skills: A guide for Student Teachers and practioners* (Boyce, 2003) provides numerous activities the Cooperating Teacher can use to assist the Student Teacher.

At the end of the day, the Cooperating Teacher should ask the Student Teacher to reflect holistically on the lessons he observed. Ask the Student Teacher, "What strategies worked well? Why did they work well?" Then ask what strategies were ineffective. Does he have an idea why those methods did not work? Allow the Student Teacher to initiate the feedback. This empowers the Student Teacher to become a crucial evaluator in the learning process. It is important that he express what he is observing. Often the Student Teacher's feedback may be something the Cooperating Teacher did not observe.

After the Student Teacher has provided feedback, the Cooperating Teacher will share her feelings about the lessons. This permits the young professional to see things from the perspective of the mentor who brings in knowledge and experience. These activities may last several days or longer.

The Student Teacher should become more actively involved in each subsequent lesson. He may begin by assisting the teacher.

Late he may supervise one station, or teach a small part of the lesson. It is essential to ease the Student Teacher into the experience.

After several days of observing and assisting, the Student Teacher may teach a class using the Cooperating Teacher's lesson plan. This should be a lesson he is comfortable with and has observed several times. In essence, the Student Teacher will be teaching a lesson his mentor has already modeled. During his first "real teaching experience," the Student Teacher should be encouraged to ask for help at any time and the Cooperating Teacher should assist if needed. In this manner, the young professional is working with a lesson plan that he knows will work and he is able to execute methods he has already observed.

After observing, assisting, and modeling, it is time for the Student Teacher to teach his lessons. The Student Teacher should submit the unit and lesson plans to the Cooperating Teacher before he begins to teach. The number of days needed to evaluate the plans will depend upon the Cooperating Teacher. She will review the unit and lessons plans and provide feedback. The Student Teacher will use this information to add and/or correct parts of the plans.

The Cooperating Teacher should emphasize that lessons do not always go as planned; sometimes the children learn quickly, other times there may be disruptions in the lesson and occasionally the children will become distracted and learn more slowly. Learning to develop flexibility in lesson planning is an important skill the Student Teacher needs to develop. Each class is different and each lesson taught is unique.

Once the plans are ready for implementation, the Student Teacher should identify specific areas in which he would like to improve. If the Student Teacher is concerned about behavior management or transitioning the children from one activity to another, then these should be identified as areas for growth. He and the Cooperating Teacher should establish goals for these areas as well as procedures to meet those goals. While the Cooperating Teacher will monitor these target behaviors at every lesson, there should also be a discussion at the end of the week to evaluate his progress. If a goal was not met, then strategies to meet that objective should be refined and it will be carried over to the next week. Encourage the Student Teacher to reflect upon and evaluate his teaching techniques in the classroom. This skill is essential to the development of reflection; a skill needed throughout the teaching career.

(In)Formal assessments:

The Cooperating Teacher should utilize the university's evaluation tool(s) to assess the student approximately half way through the experience. Ask the Student Teacher to complete the same assessment on himself. Compare the results. This informal assessment using the "official" evaluation criteria can provide excellent discussion points. The Student Teacher will know exactly how he is performing and how the Cooperating Teacher is assessing. This discussion will also provide ample opportunities for him to make changes if needed.

At the end of the placement, this assessment is a formal one and is unusually submitted electronically to the university. It is important to review the final evaluation with the Student Teacher. The

summative evaluation should not have any unexpected comments or grades. By using formative assessment throughout the placement (i.e., daily evaluations, weekly goal setting, and mid-term evaluations), there should be no surprises with the final grade.

Typically, the Student Teacher will request the Cooperating Teacher write a letter of recommendation. The recommendation may be for the university placement office or for a specific school system. If there is sufficient time, a letter to the specific school systems provides a personal touch. Using school letterhead stationery, the Cooperating Teacher should carefully craft a letter describing the young professional's strengths, preparation, and projected success as a teacher. If a state has particular criteria for first year teachers (e.g., Florida, Kentucky), it is very appropriate to discuss the Student Teacher's abilities relative to those standards. If the Cooperating Teacher does not feel she can provide the Student Teacher with a strong letter of recommendation, it is very appropriate to decline to write one.

On the last day, Cooperating Teacher may choose to present the Student Teacher with school memorabilia, e.g., a school sweatshirt or photo of the school. Often elementary children will write goodbye notes to the Student Teacher. These acts of thoughtfulness will end the placement on a positive note and provide the Student Teacher with a tangible memory of the placement.

Final Thoughts:

Communication is the key to a positive experience for the Student Teacher, the Cooperating Teacher, and the University Supervisor. Several steps will ensure that those lines of communication are opened and remain open.

C – contact the University Supervisor and learn about the Student Teacher and university requirements before agreeing to mentor a Student Teacher.

O – organize your thoughts about your expectations for the Student Teacher and generate an appropriate hand-out for him. Also assemble any school information he may need.

M – meet him before the placement begins and learn of his concerns and strengths.

M – model lessons for the Student Teacher and identify areas he should focus on; e.g., behavior management, transitioning, etc.

U – use his feedback to initiate discussions. Allow the Student Teacher to critique your lessons and later his own for strengths and areas for growth.

N – notify the University Supervisor immediately if you have any concerns or problems.

I – identify one problem area to correct at a time to work. Document progress.

C – control the environment. If the ST is not ready for one particular class, do not ask him to teach that group until he is ready.

A – after school meet to discuss strengths and weaknesses of the lessons and identify goals.

T – take time to complete the final evaluation at mid-term. Both the Cooperating Teacher and Student Teacher will compare their ratings. With three weeks remaining in the placement, there is time to affect change

E – end with evaluations, letter of recommendation, and maybe even a souvenir from the school.

The capstone experience for the young professional is student teaching. The actions of the Cooperating Teacher will transform the student into a teacher. By keeping the lines of communication open, the Student Teacher knows from the pre-placement meeting through the final evaluation what is expected of him and how he is performing. When communication lines are open everyone benefits.

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Past VAHPERD Presidents

Goals Setting - Something to Think About

By Michael Moore, Ph.D., ATC, Radford University

Athletics and sports play a major role in our society today. This is evident by ESPN's 24 hours a day sports coverage and in every newspaper around the country has a sports section. When sports are played there will be a winning team and a losing team. Coaches, parents, players, and the media put so much emphasis on winning that we lose sight of the real idea of athletics. Athletics should be fun first and foremost. If you keep athletic competition fun, players and coaches can reach team and individual goals.

Types of Goals for Athletes

What type of individual and team goals should players and coaches set? In order to answer this question you have to look at three main types of goals. Performance/task oriented goals, outcome/ego-oriented goals and process goals. Performance goals "focus on achieving standards or performance objectives independently of other competitors, usually making comparisons with one's own previous experience" (Weinberg and Gould, 2007). In other words, performance goals focus on a person's individual performance of a skill or event. Outcome goals typically "focus on a competitive result of an event" (Weinberg and Gould, 2007). An outcome-oriented goal focuses on the result of an event or competition, like winning a game or coming in first place in a race. And finally, process goals are the actions an individual must utilize during the performance of a skill (Weinberg and Gould, 2007). These goals deal with the individual steps or skills an athlete must employ to correctly achieve an outcome for example holding your follow-through in basketball or keeping your head down during a golf shot. Coaches and teammates alike can reinforce process goals by giving the athlete visual, verbal or tactile feedback or cueing in reference to the execution of a skill. This can be accomplished by physically showing the skill or saying "don't drop your arm" or touching the athlete's body part involved in the skill to emphasize correct technique.

Goal Setting According to Your Athletic Population

The level of competition should help you decide what type of goals you should set. Sports are played starting as early as 5 years old. When athletes are young or just starting out, most, if not all, of the goals should be performance/task-oriented and process goals. It is more important for younger athletes and new participants in a sport to learn the skills of the game first. For example, in soccer, performance goals should be set to improve on the skills of dribbling, throw-ins, passing, following the ball, and proper kicking techniques just to name a few. When the athlete is learning the different techniques of the skills listed above, the coach can emphasize process goals for the specific parts of the technique to help them perform the action correctly. Performance and process goals are typically within the athlete's control and are flexible (Weinberg and Gould, 2007). These are the skills or tasks that are going to make an individual a better soccer or softball player, not if the team wins the game. If performance and process goals are set and rewarded then the athlete will feel like they can try new and more challenging skills.

Outcome goals can be set for older athletes who have experience playing a particular sport. However, performance and process goals should precede outcome goals. The reason is if you set only outcome goals and your team loses a game then you didn't reach your goals. This can have a negative affect on athletic participation in the future for some athletes. Outcome-oriented goals depend on your effort and talent level but it also depends on your competition's abilities. You can play the best basketball game of your life and still lose because the other team was just better than your team. In return, you would fail to reach your outcome goal of winning the game.

According to Cox (2002), there are criteria to follow for effective goal setting.

1. Make goals specific, measurable and observable.
2. Clearly identify time constraints.
3. Use moderately difficult goals; they are superior to either easy or very difficult goals.
4. Write goals down and regularly monitor progress.
5. Use a mix of process, performance and outcome goals.
6. Use short-range goals to achieve long-range goals.
7. Set team as well as individual performance goals.
8. Set practice as well as competition goals.
9. Make sure goals are internalized by the athlete.
10. Consider personality and individual differences in goal setting.

This is not to say that outcome goals are not important, athletes and coaches just need to have an assortment of performance, process and outcome goals, with predominately more performance and process goals. All three goals need to be set for your athletes for practice as well as games/competitions. If individuals on a team set performance and process goals and work to attain them, the outcome goals will take care of themselves and easier to attain. Individuals can have fun and be very competitive at their particular sport if they have a mixture of performance, process and outcome-oriented goals.

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The Chance of a Lifetime

By Nina Stone & Leon Wright Bey, Virginia State University

“The chance of a lifetime,” is one of many phrases that one could use to describe the 2006 VAHPERD Convention. Why? This event gave students, as well as professionals, unique opportunities to: network with a variety of exemplary practitioners; make numerous presentations while gaining valuable public speaking experience; and gain immeasurable advice on his/her profession or intended profession.

This year, the VAHPERD Convention was held in Virginia Beach, Virginia at the Cavalier Hotel. The co-authors of this article were very pleased with the exciting activities that were available for each registrant.

This was a particularly gratifying and eye-opening convention for two-year VAHPERD member, and one of the co-authors of this article, Nina Stone, since this was the very first time that she had attended a VAHPERD Convention. It is certain that many of her fellow attendees from Virginia State University (VSU) and perhaps, peers from other colleges and universities continue to share her observations about this extraordinary convention.

This weekend conference began on Friday, November 3, 2006. Around noon, VSU’s entourage of 12 students, all of whom were members of the Executive Board of their HPERD/Sport Management Majors Club (HSMMC), arrived geared-up and ready to network and represent their school. They were accompanied by their faculty advisor (and co-author of this article), Leon Wright Bey.

Presentations by student and faculty representatives from various schools and other presenters began early and continued throughout the evening. VSU students delivered a presentation entitled, “Empowering Competent, Caring, and Effective Student Leaders Through Authentic HPERD/Sport Management Majors Club Activities.” Two days later (Sunday, November 5, 2006), a second group of VSU students presented “Networking Strategies to Secure Sport Management Internships and Manage Successful Sports Events” to workshop attendees.

Immediately following their presentations, students received much-appreciated recognition from members of the audience who congratulated them on how well they had represented their school. At the conclusion of each presentation, written evaluations and/or verbal feedback received from members of the audience indicated that the students had done a marvelous job. Their performance was a reflection of the strong work ethic that they displayed during the many intense practice sessions that they had endured to prepare for each presentation.

Students were afforded many subsequent opportunities to initiate conversations and otherwise network with a variety of administrators and VAHPERD professionals, including, but not limited to, Dr. John Bennett, President –Elect of AAHPERD. As

a result, students were exposed to a wealth of relevant professional opportunities.

In addition to these achievements, VSU also won VAHPERD’s Student Participation Award at the Student Section Meeting for having had the largest number of student attendees at the convention. During the meeting, Verne’ Shaw, a member of the VSU HSMMC, was elected as the lone student representative on VAHPERD’s Board of Directors.

At Friday evening’s Opening General Session, Renauda Bennett (Health and Physical Education), Khadijah Muhammad (Sport Management), Teresa Williams (Recreation), India Bowe (Dance), Misty Gunder (K-12 – Physical Education), and co-author, Nina Stone (Community Health) received special discipline-specific awards. Bennett, Muhammad, Williams, Stone, and Shaw were also among the students who made the widely applauded aforementioned presentations. Aaron Jones, Jurrel Cottman, Linsi Hayes, Gregory Robinson, Michael Gardner, Eurisha Anderson, and Brandon Lewis were the other student presenters.

Much of these students’ success is directly attributable to the great assistance that they have continued to receive from Dr. Andrew Kanu, HPERD Department Chair, whose moral and other support enables our students to engage in VAHPERD and other significant activities. At the convention, Dr. Kanu and one of his former students, current VSU HPERD Department adjunct professor, and health and physical education teacher at Meadowbrook High School, Ms. Leslie Crocker, also made several health-related presentations. In 2000, Ms. Crocker was the recipient of an annual award that is presented to the top student in the VSU HPERD Department.

Additional support was received from Dr. Lauren Hamilton, an attorney who serves as an adjunct professor in the VSU HPERD Department, Ms. Lisa Townes, Director of Career Services at VSU, and Mr. Mike Lee, a 1999 VSU HPERD Department alumnus, and local entrepreneur. Each of these individuals continues to play key roles with the HSMMC.

Co-author, Stone, who has been at VSU for three and a half years, has acknowledged that the VAHPERD Convention enabled her to have “learned and experienced so much in so little time.” By becoming active in organizations such as VAHPERD, AAHPERD, and the VSU Majors Club, and attending various seminars and other professional development events, students will become more enthused about their profession while heightening their opportunities to gain a wealth of knowledge and positioning themselves to attain their career goals. Participation in these and other activities will continue to give them “a chance of a lifetime.”

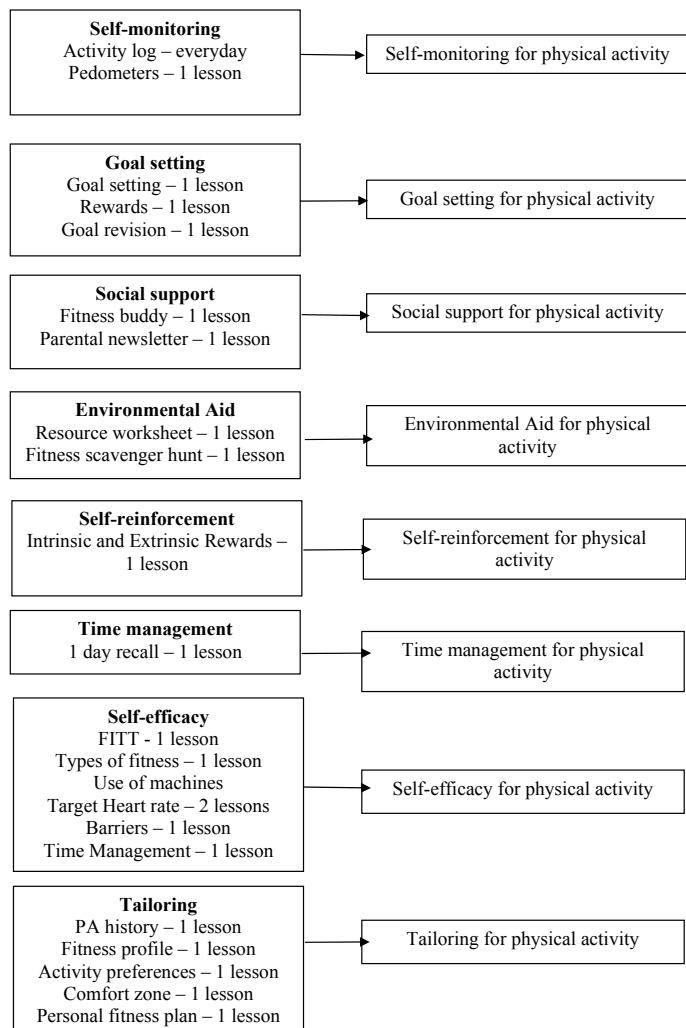
Using Social Cognitive Theory in Physical Education: an example of the translation of research into practice

By Melissa L. Grim, Ph.D., CHES & Monica Pazmino-Cevallos, Ph.D., Radford University

Because of the obesity epidemic in the United States, the future health of our nation has come into question. Obesity is a multi-faceted issue, often being influenced by several factors including poor nutritional practices (unhealthy food choices, overeating), lack of leisure-time physical activity, and increased sedentary time (Bar-Or, Foreyt et al. 1998; Epstein and Goldfield 1999; Zwiauer 2000). Since physical education can potentially be the only activity that some children participate in during the day, physical education can be a powerful time to engage children in a behavior change program.

A physical activity program, based on Social Cognitive Theory (Bandura 1986), was designed for delivery during physical education in a middle school. Specifically, the following self-regulatory constructs were targeted: self-monitoring, goal setting, social support, environmental aid, self-reinforcement, time-management, self-efficacy, and tailoring. Figure 1 describes which lessons were developed to target each construct.

Figure 1.



The program involved both cognitive and activity components. The cognitive components, lessons targeted at Social Cognitive Theory constructs, were discussed in the first five to ten minutes of class. Students used workbooks to complete activities using the ideas outlined in the discussion. Some of the workbook lessons also included a physical activity component (such as the comfort zones activity), while others were completed within ten minutes, and students were then led in a structured activity. The activities were selected by a physical education faculty member or by the physical education teachers.

Self-monitoring

Self-monitoring for physical activity is a sustained, consistent effort to track physical activity (Bandura 1986). Students were required to track their physical activity using an activity log and pedometers. Students also created a fitness plan to help them become regularly active.

Goal Setting and Self-reinforcement

Goal setting for physical activity involves targeting a physical activity behavior, setting a behavioral target, and using internal incentives to reach the internally specified target (Bandura 1986). These internal incentive standards are small steps in which the person realizes their achievement of a portion of the long-term goal. In the program, students learned how to set long term goals for leisure-time physical activity, as well as how to break their long-term goals into smaller steps (short-term goals). Near the end of the program, students were asked to reflect on their goals, and to modify them for the next several months.

Self-reinforcement is a person's ability to internally evaluate and subsequently reward a behavior (Bandura 1986). Examples of internal rewards are satisfaction, feelings of accomplishment, etc. Examples of external rewards are money, gift certificates, gifts, and public praise. Students learned the differences between the two types of rewards and how to reward themselves as they worked toward both their short and long-term goals. Acceptable versus unacceptable rewards for physical activity were also discussed (i.e. not using high fat foods as a reward). Students were asked to list acceptable rewards for physical activity goals.

Social Support

Social support for physical activity comes in the form of praise, direct help, or involvement in a behavior that is exhibited by family, friends, teachers, or others. Positive support can aid the student in increasing a behavior, whereas negative support can become a barrier to the behavior. Newsletters were sent to parents to inform them of the new lifetime fitness program as well as to give them general ideas on ways to encourage their child to participate in physical activity. Students also completed a contractual assignment (behavior change contract) with a fitness buddy. Students were asked to list a friend, family member, or pet who would exercise with them on a regular basis.

Environmental Aid

Environmental aid is the availability of facilities, equipment, or other resources which can aid a person in being regularly physically active. Students completed an environmental resources worksheet to identify facilities (sidewalks in their neighborhood, walking trails, etc) and equipment (exercise equipment at home including bicycles) available to them, as well as identify their feelings of safety in their neighborhood. Students also completed a fitness scavenger hunt to discover facilities and equipment that they can use to be physically active.

Time-management

Time-management for physical activity is the ability to find or create time to be physically active on a regular basis. Students completed a one-day physical activity recall to help them visualize how they spend their time each day. In this recall, students were asked to list all of the activities they did in 30-minute time blocks from morning to evening the previous day. After completing the recall, students calculated how many hours they spent doing very light activities (i.e. sitting, eating, etc.) as well as light (i.e. walking), medium (i.e. jogging, resistance training) and hard (i.e. running, swimming laps) activities. Students were asked to reflect on how many hours they spent doing sedentary activities versus how much time they spent doing light, medium, or hard activities, and were asked how they could include more physical activity into their daily lives.

Self-efficacy

Self-efficacy for physical activity is a person's belief that he or she can engage in regular physical activity. It involves both knowledge and skills necessary to be physically active (e.g. knowledge of principles of fitness, skill in learning new activities). Students received instruction on the components of fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition), and the FITT (frequency, intensity, time, and type) principle. Students used the FITT principle in setting physical activity goals and in outlining a physical activity plan. Another skill that is an important component of a physical activity program is taking heart rate and calculating target heart rate range. Students completed a target heart rate worksheet and practiced taking their heart rates during different activities (at rest, walking, jogging). Since barriers to physical activity also impact a person's level of self-efficacy, common barriers to physical were listed, as well as ways to overcome the barriers.

Tailoring

Tailoring for physical activity is the ability to identify comfortable and enjoyable intensities, durations, and activities to promote regular physical activity. To begin to have students think about what types of activities they enjoy, they were asked to complete a physical activity history. This history asked students what activities in which they had participated in the past, and why they stopped participating in the activities. A fitness profile worksheet was also completed, asking students to identify their physical activity preferences (I prefer to exercise alone, with oth-

ers, in a class, in a competitive sport, etc). Students then evaluated their histories and profiles, and created a physical activity plan based on their preferences. To help students understand that there are different intensities of activity, and that they can find a comfortable (enjoyable) intensity, students completed different activities at incremental intensities. During these activities, students took their heart rate, identified their comfort level with the activity, and predicted their perceived ability to participate in the activity for at least 20 minutes. Students then identified the intensities at which they felt most comfortable exercising. Students also learned how to modify their physical activity programs if the programs becomes too easy or too difficult.

Issues to Consider for Delivery of the Program

Whether you decide to implement the whole program in your school or you adopt a handful of lesson plans for your physical education or health classes, there could be some minor constraints that you may run into. The first of possible constraints could be class size and scheduling issues. A large class size (more than 20-25 students) could make controlling and promoting the physical activity of students a difficult task. And, while class size could be an organizational issue that is often out of the teachers' control, other outside scheduling issues may be equally problematic. Standardized testing, field trips, and other happenings could have a detrimental impact on the program delivery. Timing is everything, and it can be difficult to get students to adjust to a "nontraditional" program that is different than what they have experienced in the past. Students are not usually used to completing worksheets during physical education, so there might be some initial resistance. However, since the worksheets often involve activity, students can adjust to the new program relatively quickly. It might be helpful to initiate the program early in the school year, since students may be more open to something new as they transition to a new grade. This program was delivered on two separate occasions to sixth, seventh, and/or eighth graders. The sixth graders were more open to the program, but had more difficulty understanding how to apply what they were learning to their daily lives.

Funding, equipment and personnel may also prove to be a constraint to the delivery of the program. Programs cost money and it is important to remember that equipment for the programs must be possessed by the school or be able to be obtained by the school.

It is very important for students to be held accountable for their participation in the program. If students' grades were based on their participation in the program, students would be more likely to listen to the content, complete the worksheets, and be more responsible in wearing and recording steps from their pedometers. In summary, this program is designed to arm students with the necessary knowledge and skills to help them adopt physically active lifestyles. Preliminary evaluations of the program showed that most lessons were well received both by teachers and students. Further evaluation is necessary to discover if students continue to use the knowledge and skills gained in the program after the program ends.

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Here are the top Virginia schools for online fund-raising for 2005-2006:

- Kemps Landing Magnet School (Virginia Beach) \$7,175 –
Coordinator - **Ella Maull**
- Horizon Elementary School (Sterling) \$4,820 –
Coordinator - **Jennifer Cooper**
- Spring Run Elementary School (Richmond) –
Coordinator - **Ginny Heintzelman**
- Mill Run Elementary School (Ashburn) \$3,830 –
Coordinator - **Mike Kilgannon**
- Haycock Elementary School (Falls Church) \$2,695 –
Coordinator - **Dorothy Krenzberger**

TOP 10 EVENTS 2005-2006:

- | | |
|-----------------------------------|----------|
| 1. Spring Run Elementary School | \$34,656 |
| Ginny Heintzelman | |
| 2. Gloria Dei Lutheran School | \$27,023 |
| Mary Austin | |
| 3. Twin Springs Elementary School | \$24,449 |
| Vic Hardy | |

- | | |
|-------------------------------------|----------|
| 4. Mill Run Elementary School | \$20,026 |
| Mike Kilgannon | |
| 5. Leesville Road Elementary School | \$19,837 |
| Tracy Olivas | |
| 6. Coventry Elementary School | \$18,900 |
| Robbie Carmines | |
| 7. Nottingham Elementary School | \$18,548 |
| Bobbie Pugh | |
| 8. Kemps Landing Magnet School | \$17,594 |
| Ella Maull | |
| 9. Jacobs Road Elementary School | \$17,327 |
| Caryn Herman | |
| 10. St. Ann's Belfield School | \$17,244 |
| Tessa Pehanick | |

Top First Year School – **Pinebrook Elementary School**

Highest Student Average –

Franklin Sherman Elementary School

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Irisburg Elementary School

Highest Dollars for Small Market (enrollment up to 300) –

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Winchester Lightning Leapers – Coach Jason Tresidder

Yorktown Bouncing Tigers – Coach Bette Seymore

Kathy Gay Groves, Virginia Jump Rope for Heart Coordinator
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Sport Management Internships Can Open the Door to a Student's Future

By Robert Case, Ph.D., Old Dominion University

During the past thirty years, a number of colleges and universities have developed professional preparation programs in sport management. It has been reported by Comfort (2005) that over 200 undergraduate and graduate programs exist in sport management.

The North American Society for Sport Management (NASSM) and the National Association for Sport and Physical Education (NASPE) have established program approval standards to make sure that college and university sport management programs offer the correct courses and teach the necessary field-based competencies to students. The program approval process is rapidly moving toward a full-accreditation status that will require site visits to campuses and rigorous program curricular standards.

Internship experiences have been and will remain a key part of the program approval and accreditation standards (Cuneen & Sidwell, 1994). Many college and university sport management programs view the internship experience as the capstone or culminating experience that links theory gained in the classroom with the practical aspects of the job. NASSM/NASPE standards currently require a 400 hour internship experience at the undergraduate and graduate levels. The internships are generally taken for regular or pass/fail grading and for academic credit.

Some colleges and universities require an internship or practicum as an early learning experience for the sport management major. Students are provided with opportunities during their sophomore or junior years to gain early job experience with a sport organization. It is felt that this exposure to the real world will allow students to identify and select a job career path early in their college career. Most colleges and universities, however, require a sport management internship experience during the senior year as a culminating experience. It is felt that once all the coursework is completed -- the student is ready to enter the real world of employment in order to gain additional field based experience.

What are the Ingredients of A Quality Internship Experience?

Not all internships are the same. In some instances, students receive tremendous learning experiences that will prove to be invaluable when they enter the work force.

Other internships may be less than spectacular. In these settings, students are given menial tasks to complete and find their days occupied with answering the telephone and filing paperwork. In order to avoid the "less spectacular" internship experiences, a number of internship ingredients are being recommended and include the following:

1. Internships are educational in nature and they need to be treated as such. Educational goals and objectives as well as learning outcomes for the internship should be planned, implemented and evaluated on a regular basis.
2. Since internships are educational in nature, they should be taken for college credit and academic grades provided for the experience. Some internships last for one semester and other internships may last for an entire year. One of the keys to a successful internship experience is the quality of the learning and educational experience and not so much the quantity or number of days spent on the internship.
3. A university internship coordinator and an onsite supervisor for the internship should be identified. Clearly stated duties and responsibilities for the university internship coordinator and the onsite supervisor should be put in writing and understood by each individual. Likewise, a comprehensive job description for the intern should be developed prior to the start of the internship experience.
4. A quality internship experience stresses more than just gaining on-the-job training and providing work experience. It also emphasizes the need to develop a solid work ethic, refining the intern's time management skills, developing self-confidence and leadership potential, demonstrating proficient written and oral communication skills, exhibiting a positive work attitude, and learning how to be a team player in the work environment. Networking with other professionals and identifying individuals to serve as future employment references are other important objectives of the internship experience.
5. A legal contract between the college or university and the internship site should be established and put in writing with all the expectations of each party clearly understood and followed. An internship orientation between the internship site and the intern should take place prior to start of the internship. Work related training and explanation of policies and procedures can take place at the orientation.
6. It is recommended that a university internship coordinator assist each student in searching for and identifying internships. A number of internship web sites and directories are available for students to use in the internship search. The internship search should begin nine to twelve months before the student plans to start the internship experience. Although some predetermined internship placements with selected sport teams may be possible, it is recommended that a team approach be used to identify internship sites. In the team approach, the internship coordinator works closely with the future intern in order to identify and locate potential internship sites. The main problem with having just a few sites where interns can be placed is that these sites seldom offer employment opportunities to interns because previous interns have already filled the full-time positions. A nationwide effort to identify internships can be realized by getting the students involved in the internship search process. As a result, interns can be placed throughout the United States. A number of these internships result in the interns being hired for full-time positions after the internship ends.
7. A number of colleges and universities offer internship seminar classes where the internship process is explained, internship contracts and forms are reviewed, and an active search for internships takes place as part of the class requirements.

Many colleges and universities have developed their own internship manuals that contain the forms required for the internship (Case, 2007). Internship seminar classes also focus on developing interview skills as well as writing quality cover letters and resumes.

8. Internship site supervisors should develop job descriptions and expectations for the potential intern. These expectations can be discussed with the intern prior to the start of the internship experience or during the orientation period.
9. Effective internship grading techniques include weekly reports, short and long term project planning and evaluation, mid-term and final evaluations by the site supervisor, periodic intern site visits by the college or university internship coordinator, intern reaction papers at the mid-term and final stages of the internship, and a final notebook that includes weekly reports, a journal, evaluations, reaction papers, samples of assignments or work completed on the job, etc.
10. Although some internships are paid a stipend (usually \$1,000 per month), many internships are volunteer and unpaid. Many of the best internships are unpaid. Sometimes the internship experience serves as a type of probationary period where the employer takes a look at the intern during the internship phase and then hires the intern to a full-time position if the employer feels that the intern is an excellent match for the organization.
11. Some interns prefer to complete the internship in one department within the organization and other interns prefer to rotate to a new department about every 4 to 5 weeks. Since every internship is a little different, the ground rules for the internship need to be established in advance so that everyone

is on the same page. If the intern ends up completing a year long internship, certain changes to the grading and weekly report systems may become necessary.

Finally, if the internship experience is planned and conducted with total commitment and educational quality as a first priority, then the student, the college or university, and the sport organization will benefit immensely from the experience. If the ingredients of a quality internship experience are followed, the internship can be the door to a student's future!

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Dr. Robert Case is the Graduate Program Director and Internship Coordinator for the Sport Management Program at Old Dominion University. Over the past ten years he has helped to place over 500 students into sport management internship settings. A number of students have received full-time positions in the sport industry as a result of the internship experiences. For a free e-mail copy of the ODU sport management internship manual, please send Dr. Case an e-mail request at rcase@odu.edu.



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Supplements and Dietary Methods of Interest for Treatment of Health Conditions that Restrict Sport Performance among College Athletes

By Brenda M. Malinauskas^{1§}, Reginald F. Overton², Benjamin C. Cash¹, Virginia G. Carray¹,

Maria Montesano¹, Lisa M. Shumaker¹

Abstract

A survey was used to examine incidence of selected health conditions (upper respiratory infections (URI), cold, flu, and mononucleosis (mono), and gastrointestinal (GI) distress) and interest in supplements and dietary methods to boost immunity and relieve GI distress among 145 college athletes (89 males, 56 females). Pearson χ^2 was used to evaluate differences in frequency distribution of responses by sex. URI were experienced by 36% of athletes, 26% had GI distress, and significantly more females (70%) than males (47%) had cold, flu, or mono that had restricted sport performance. Significantly more females were interested in supplementing with Echinacea (18% females, 3% males) and vitamin E (30%, 6%) and increasing dietary intake of vitamin C (61%, 30%) and vitamin E (39%, 18%) to boost immunity. Whereas interest in supplements for reducing GI distress were similar between sexes, significantly more females than males reported an interest in reducing dietary intake of fat (27%, 7%), citrus (14%, 4%) and tomato products (11%, 2%) for GI distress relief. Because the practices of supplementing and using dietary manipulation can alter an athlete's health status, it is important that health educators discuss with athletes supplements and dietary methods that may compromise their health status.

The supplement industry is a \$19 billion business and a major economic force (Hawes, 2003). An estimated 70% of Americans use herbal remedies and dietary supplements to promote health (National Nutritional Foods Association, 2005). Dundas and Keller (2003) reported that 62% of college students use multivitamin supplements, most commonly to improve health and prevent colds or flu. Eldridge and Sheehan (1994) reported that among college students, regular users of supplements believe that the supplements increase energy, were needed if people feel tired and run down, and that vitamin C could prevent colds.

Among college athletes, there are numerous health conditions that can restrict sport participation (Corris, Rameriz, and Van Durme, 2004; Dallam, Jonas, and Miller, 2005). For example, high volume and/or high intensity training can temporarily suppress the immune system (Smith, 2003). A J-shaped relationship between training volume and infection susceptibility has generally been viewed to exist (Shepard, 2000; Smith 2003), that being as training volume increases, immune functioning improves but subsequently declines as chronic high intensity high volume training occurs. Because competitive athletes are at risk for compromised immune function, they may be interested in methods to boost their immune system or otherwise reduce their risk of health conditions that restrict sport performance.

Male and female athletes may have different interests for taking supplements. Froiland and colleagues (2004) reported that

male college athletes took supplements to improve speed and agility, strength and power, and gain weight, whereas females were more likely to take supplements for health purposes. Few studies have investigated use of supplements and dietary practices by competitive athletes to treat health conditions that restrict sport performance. The objectives of this study were to: (a) identify the incidence of selected health conditions, namely upper respiratory tract infection, cold, flu, and mononucleosis, and gastrointestinal distress and reflux, that had restricted sport performance among college athletes, (b) identify interest to use supplements and dietary practices to boost immunity and reduce gastrointestinal distress (in an effort to treat the selected health conditions), (c) and identify sex differences for supplements and dietary practices of interest among college athletes. Supplements were defined here as nutrient supplements (vitamin or amino acid derivative), metabolic enzymes (coenzyme Q10), herbal supplements (Echinacea), extracts (papain), and over-the-counter medications (antacids) that are used with the intent to treat specific health conditions (Burke, 2000; Eldridge and Sheehan, 1994; Juhn, 2003).

Methods

From mid-January through March, 2006, three trained research assistants recruited NCAA Division I athletes and one institution-sponsored sport program (cheerleading) at a single college from athletic training room and athletic weight-training facilities that are used exclusively by college student-athletes. The institution is a state university, located in the Southeastern region of the United States, with an undergraduate enrollment of approximately 18,000 students. Research assistants recruited all athletes who entered the athletic training room or athletic weight training facility when the research assistant arrived. To diversify our sample, research assistants varied the time of day between 0600 and 1800 hour and days of the week during weekdays to recruit participants. In compliance with the university's Institutional Review Board for Research with Human Subjects, athletes were informed of the study protocol. Written informed consent was obtained and those willing to participate completed the self-administered questionnaire.

Overall, 145 athletes completed the study, which represents a 30% participation rate among all student-athletes at the university, as determined by team rosters. There was a 95% participation rate among athletes who were invited to participate. Those who declined participation reported not having enough time or not being interested in completing the survey. All university-sponsored non-club sport teams, with the exception of golf, were represented. Football (24% of participants), swimming and

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diving (13%), track and cross country (12%), soccer (11%), and basketball (6%) were 3% to 6% over-represented as compared to total athletes competing in their respective sport as an athlete at the university. Baseball or softball (9% of participants), tennis (3%), and volleyball (3%) were representative of athletes by sport, whereas cheerleading (3%) was under-represented; 6% of athletes at this university were cheerleaders. Mean (\pm SD) age of participants was 20 ± 1.4 years. Participation was fairly evenly distributed between lower- and upper-classmen; 48% were 1st- and 2nd-year classmen, whereas the remainder were 3rd-, 4th-, and 5th-year classmen. Sixty-eight percent of participants were non-Hispanic white, 29% were non-Hispanic black, 2% were Asian, Pacific Islander, or Hispanic, and 1% did not indicate their racial origin.

The data of this manuscript was part of a larger study that investigated supplements and dietary practices of interest (had used, were using, or presently considering using) among college athletes. We designed a questionnaire that assessed demographic information, incidence of selected health conditions that restricted sport performance, and supplements and dietary practices that athletes expressed interest to treat these conditions. The questionnaire was developed by a Registered Dietitian after interviews were conducted with three athletes who had used supplements to treat health conditions that had restricted sport performance, and a strength coach, all from the university, and two nutrition store employees. The questionnaire was reviewed for content validity by the head athletic trainer, a strength coach, and two athletes, all from the university, and two nutrition store employees. To pilot test the survey, eight college athletes from various sports completed the questionnaire. Only minor syntax modifications to the questionnaire were necessary, based on their responses. The final questionnaire contained a health history section that listed three health categories (upper respiratory tract infections, cold, flu, and mononucleosis, and gastrointestinal distress and reflux (GI distress)), and a nutrition section that contained supplements and dietary practices for two categories; boost immunity and reduce GI distress. The boost immunity category contained six supplements and two dietary practices, whereas the GI distress category contained four supplements and four dietary practices. Each of the supplements and dietary practices listed were unique to that category. Athletes checked the supplements and dietary practices, by category, that they had an interest.

Analyses were performed using JMP IN[®] software (Sall, Creighton, and Lehman, 2005). Descriptive statistics included means, standard deviations, and frequency distributions. Pearson χ^2 was used to evaluate differences in frequency distribution of responses by sex. An alpha level of .05 was used for all statistical tests.

Results

Regarding the first research question, 36% of athletes had experienced upper respiratory tract infections that had restricted sport performance. Furthermore, 56% had colds, the flu, or mononucleosis, and 26% had GI distress that had restricted sport performance. Significantly more females than males reported having experienced cold, flu, and mononucleosis that had restricted sport performance (Table 1).

Table 1
Health Conditions Restricting Sport Training Among College Athletes

Variable	Frequency "yes" response (%)	χ^2	<i>p</i> (by sex)
Upper respiratory tract infection		1.1	.30
Males ^a	33		
Females ^b	41		
Cold, flu, mononucleosis		7.0	< .01
Males ^a	47		
Females ^b	70		
Gastrointestinal distress and reflux		0.1	.79
Males ^a	27		
Females ^b	25		

Note. χ^2 (1, *N* = 145). ^a*n* = 89; ^b*n* = 56.

Regarding the second research question, 31% of athletes reported an interest in supplementing with vitamin C and 42% to increase dietary intake of vitamin C to boost immunity. Supplementing with vitamin E (15%) and increasing dietary intake (26%) of vitamin E were also of moderate interest, as were taking glutamine (10%) and Echinacea (9%) supplements. Supplementing with hydroxy-methyl-butyrate and coenzyme Q10 (1% each) to boost immunity were of little interest. Taking antacids (26%) and reducing dietary fat intake (19%) were the most popular practices of interest to reduce GI distress.

Regarding the final research question, significantly more females were interested in supplementing with Echinacea and vitamin E and increasing dietary intake of vitamin C and vitamin E to boost immunity (Table 2). Whereas interest in supplements for reducing GI distress were similar between sexes, significantly more females than males reported an interest in reducing dietary intake of fat, citrus products, and tomato products for GI distress relief (Table 3).

Discussion

Supplements are specifically marketed to athletes to improve health and performance and aid in recovery (Burke, 2000). From marketing and research standpoints, much of the focus on supplementation among athletes has been the ergogenic potential, specifically to promote performance and enhance recovery from strenuous exercise. Illness is known to impair sport performance and it is likely that athletes are interested in methods to treat these conditions in an effort, ultimately, to restore their performance as quickly as possible. Why might athletes be enticed to supplement to treat health conditions that restrict sport performance? Vitamin C has been touted as a supplement that protects against infections and strengthens the immune system (Burke, 2000). Glutamine supplementation has been encouraged by some sports professionals to be taken by athletes during periods of high muscular stress, as this amino acid has been suggested to accelerate cellular replication of the immune system (Burke, 2000). There are numerous supplements available, marketed, and being researched to determine their potential in aiding athletes in treatment of health conditions that impair sport performance.

Table 2

Supplements and Dietary Practices of Interest Among College Athletes to Boost Immunity

Variable	Frequency "yes" response (%)	χ^2	<i>p</i> (by sex)
Echinacea supplement		8.8	< .01
Males ^a	3		
Females ^b	18		
Hydroxy-methyl-butyrate (HMB) supplement		1.3	.26
Males ^a	2		
Females ^b	0		
Vitamin C supplement		1.8	.18
Males ^a	27		
Females ^b	38		
Vitamin E supplement		16.4	< .01
Males ^a	6		
Females ^b	30		
Glutamine supplement		10.5	< .01
Males ^a	17		
Females ^b	0		
Coenzyme Q ₁₀ supplement		3.2	.07
Males ^a	0		
Females ^b	4		
Increase dietary vitamin C		13.0	< .01
Males ^a	30		
Females ^b	61		
Increase dietary vitamin E		8.1	< .01
Males ^a	18		
Females ^b	39		

Note. χ^2 (1, *N* = 145). ^a*n* = 89; ^b*n* = 56.

Results from the present study indicate that supplementation and dietary manipulation to boost immunity and reduce GI distress are of interest among college athletes. We found that 45% of athletes reported an interest in supplements to boost immunity. This finding is not surprising, considering that 36% of athletes reported having upper respiratory tract infections and 56% reported having colds, flu, or mononucleosis that had restricted their sport performance. These findings are similar to those of Dundas and Keller (2003), who reported that 30% of college students were taking supplements to prevent colds and flu. It is interesting that use of supplements for immune enhancement is so popular among athletes considering that athletes have reportedly a low perception of benefits associated with taking supplements for healing (Burns, Schiller, Merrick, and Wolf, 2004).

We found that there are differences in interest between sex for supplements and dietary practices to boost immunity and reduce GI distress among college athletes. Our findings are consistent with those of Froiland and colleagues (2004) who reported that females were likely than males to take supplements for health

purposes. We were surprised by the finding that, for the most part, females were more likely than males to have an interest in supplements and dietary practices to boost immunity. Perhaps this could be explained by the finding that 21% more females than males reported cold, flu, and mononucleosis that had restricted their sport performance. Despite similar incidence of GI distress between sexes, significantly more females than males reported an interest in dietary practices to reduce GI distress. This is somewhat concerning because some of these methods, including reducing citrus and tomato products, have no scientific evidence supporting their use to relieve GI distress and these practices could compromise dietary intake of nutrients that may already be low in the diet, such as potassium, fiber, and vitamin C.

These results have practical applications for health educators who work with athletes. Collectively, results indicate that college athletes experience health conditions that restrict their sport performance, and that there is at least a moderate interest in supplements and dietary practices to treat these conditions. Ad-

Table 3

Supplements and Dietary Practices of Interest Among College Athletes to Reduce Gastrointestinal Distress

Variable	Frequency "yes" response (%)	χ^2	<i>p</i> (by sex)
Probiotic supplement (Actimel, Natrol-BioBeads)			
Males ^a	1	0.6	.43
Females ^b	0		
Ginger supplement			
Males ^a	1	2.3	.13
Females ^b	5		
Extract (papain or papaya extract, bromelain or pineapple extract)			
Males ^a	2	3.3	.07
Females ^b	9		
Antacids (Tums, Rolaids, Pepcid)			
Males ^a	25	0.3	.61
Females ^b	29		
Decrease dietary fat intake			
Males ^a	13	4.0	.05
Females ^b	27		
Decrease dietary dairy intake			
Males ^a	7	0.7	.40
Females ^b	11		
Decrease citrus products in diet			
Males ^a	4	4.3	.04
Females ^b	14		
Decrease tomato products in diet			
Males ^a	2	4.7	.03
Females ^b	11		

Note. χ^2 (1, *N* = 145). ^a*n* = 89; ^b*n* = 56.

ditionally, male and female athletes differ in their interest to treat such conditions. In general, females are more likely than males to use supplements and dietary methods to boost immunity and dietary methods to reduce GI distress and reflux than males. Because the practices of supplementing and using dietary manipulation can alter an athlete's health status, it is important that health educators discuss with athletes supplements and dietary methods that may compromise their health status.

Acknowledgments

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Go Healthy

More than 16 percent of all children and adolescents in the U.S. are overweight. That is over 11 million kids. But it doesn't have to be this way.

The American Heart Association and the William J. Clinton Foundation have joined together to form the Alliance for a Healthier Generation, to combat the spread of childhood obesity and the serious diseases associated with it such as heart disease and diabetes. The Alliance is taking a comprehensive approach to stop the increase in childhood obesity by 2010. To do this, we need your help.

Parents, teachers, companies, healthcare professionals, teens and kids all have a part to play in the movement- in schools, at home, in restaurants, doctor's offices and in the community. Childhood obesity has no one cause, and there is no one solution. That's why the Alliance is taking bold, innovative steps to help our children live longer and improve the health of our nation. Join us and help ensure a healthy future for the next generation.

The Healthy Schools Program

The Healthy Schools Program is a great way for schools to get the help they need to become healthier places for staff and students.

The program will increase opportunities for students to exercise and play, put healthy foods and beverages in vending machines and cafeterias, and increase resources for teachers and staff to become healthy role models.

Benefits of Participating

Participating schools will receive access to:

- Tools-action plans, media kits, ways to create community buy-in
- Support-phone hotline, online tools, e-assistance, trainings
- Business Assistance-deals and packages with food and fitness companies
- Promising Practices-success stories and collaboration with other schools
- National Recognition-Alliance recognition online and in print

To register or learn more about Healthy Schools Program, visit the Alliance for a Healthier Generation Web site at www.healthiergeneration.org.

Let's Just Play Go Healthy Challenge

Get your students to sign up for the Let's Just Go Healthy Challenge. The alliance for a Healthier Generation has teamed up with Nickelodeon and the Let's Just Play Go Healthy Challenge. Four brave kids took on the challenge where they pushed (and pulled and tugged and ran and bended) themselves to become healthier in six months while cameras followed them around. Your students can take the challenge too by going to www.nick.com/letsjustplay/

From the AHA/AHPERD Mid-Atlantic Sidelines Fall, 2006 issue - Kathy Groves

Teaching Health by Focusing on Community Improvement.

One Practitioner's Perspective

David Sallee

Let me begin by telling you what this article is and what it is not. This is a discussion of my approach to teaching health promotion coursework. This is not a how to. I am not qualified to tell you how to teach your students because I don't know you or them. I just want to tell you what I tried and what happened. Sound interesting? Well let's give it a try.

Let's start with some background. I teach for a small liberal arts college. My focus is health education. Because we function in a liberal arts environment, coursework in a student's major is limited. In a non liberal arts university a student might have four or five courses in health promotion. We offer one course in health promotion. Covering the content of four courses in one course is impossible. I needed to find a way to teach students the nuts and bolts of health promotion in one course. What could I do that would allow students to gain the knowledge necessary to create basic health promotion interventions in just one course. Straight lecture was not going to get it. This experience had to be unique. What I decided on was an internship approach to teaching. The goal was to immerse the students into the actual work a health promoter does. What I needed was to manage the course in a way that the students could function at a high level without a great deal of content knowledge. The odds were stacked against me.

Okay to the real story. What I wanted to do is to have students analyze their community, choose a health problem, and confront it in the form of an intervention. I wanted them to take ownership of their community and work for the betterment of it. We called it making a difference, but it was more than that; it was using and applying theory to learn how to make a difference.

As I did my planning for the semester I knew that my students had to "buy in" to the development of these interventions. All or the majority of their grading was going to come from the intervention itself; if it failed it was going to be a very long and difficult semester. I felt like the only way to make the concept work was to allow the students to select the topics they wanted to work with themselves. That means I had little to no ability to prepare for the content they choose. It also means that on average I worked with seven to ten different interventions per class. That does not seem like much, but imagine working with seven-ten-community action groups at one time and by the way you only have an hour three times a week to get together with them. It was, and is, the most difficult part of the course. There are also varying levels of interest and work ethic among the students to deal with. Several student groups would be very focused and moving forward quickly while others would do nearly nothing and stare blankly into space for the entire hour. Making all of the groups function is an enormous problem. I tried a few techniques that helped. For one, I allowed students to fire members of their group. If one of the members routinely did not do their share of the load the group could bring me documentation of the problem and the group member would be fired. That does not mean that they are out of the course. It just means that they have to find a new group to work with. The person who is fired has the ability

to appeal and they can apply for admittance into another group. They have to create a resume and cover letter and set up an interview with another group. I am sure you recognize the process as similar to what we all performed when we looked for employment. That was the point. I wanted to make every element of the class as real as possible.

I also used contracting as a tool to deal with slackers. The groups contracted the responsibilities of each member for their project. Let's me give you an example. One part of the project is a research paper. The paper is based on the topic they choose to work with. I want them to learn as much as they can about the topic. Each member of the group takes on an area of responsibility. Let say the group is working with obesity. One member might be responsibly for working on economic consequences of the obesity epidemic, another member on physical consequences. The group has to work as a team and turns in one project, but each member of the group has a personal responsibility that they have outlined and developed into a contract. You and I have worked with contract like this all our lives, but I am working with students that live in campus dorms. They have never filled out a lease or contracted services for trash removal. The concept protects the students from slackers, but also gives them a sense of the working of the real business world.

As I am sure you can see this is not a traditional approach. I do some direct instruction, but it is rare. The students have to play a major role in developing their content knowledge. They have to take responsibility and do some reading before each class. This is a big challenge in my experience. I don't know if this will surprise you, but students do not read text books these days. I have worked with many students who told me that they never bought a text book. I had to find a way to hold them accountable for the content information so my teaching model could work. In order to make this work I use chapter quizzes. The chapter quizzes are given before we begin to work with the material. It is not a situation where I tell the students what to say and then they say it back. I have to count on them to read the material so that we can work with it in class. The only way I have been able to accomplish this is with a chapter quiz approach. I know you and I had this all the time, but it was new for my students. They were not used to being told to do something on their own. They preferred the traditional approach of me explaining the information first. This process has had some interesting consequences. The students begin to ask questions. My students never asked questions before. I could finally get a gauge on what they knew and what they didn't.

Okay so I have told you that my student take quizzes and they do a research paper. What about the rest of the deliverables. The students perform four major projects that are elements of their intervention. They perform a needs assessment that includes a research paper and gathering of survey and interview data. They develop an intervention plan that includes goals, objectives, and evaluation procedures. They develop educational tools like web

pages, public service announcements, newspaper articles, and peer education programs. They also present their interventions to the campus community in the form of a health fair. So in short the deliverables for the course are a research paper (10 pages), the collection and analysis of primary data (20 survey participates and two interviews), the development of web pages, PSA's, newspaper articles, and peer education program (each student has the choice of two major project components), and a health fair presentation. Along with the quizzes and class presentations, which are counted as class participation grades, this makes up the graded elements of the course. It may seem like a lot, but this is what we do in class instead of lecturing and writing notes. It is much more hands on in nature

The results: The results have been mixed. There have been several semesters where the projects have been incredible. There have also been some semesters where I would categorize the class as a complete failure. I have sat awake many nights trying to figure out how the magic and nightmares occurred. I don't know what I did or did not do. Sometimes it works so well I have difficulty holding back tears as the students present their projects. Sometimes I would gladly take a transfer to Antarctica for the Polar Bear plunge. Let me tell you about some of the great ones. I have had a student take the idea that she developed in this class to a national conference on eating disorders. Her program was based on exposing advertising practices with images that appear in magazines. She felt that companies were taking advantage of the consumer by portraying women as impossible thin, flawless creatures. She presented her idea at a national conference and received some interest from several lawmakers on Capital Hill. She has continued to press for media images to include labels telling consumers that the pictures have been altered. This has become a passion for my students and she continues to pursue this quest in the professional arena.

I also had a group of student go to a local law firm and discuss the development of a free ride program for those that have had too much to drink. Certainly we have all seen this concept on New Years Eve, but these young people wanted this type of service every weekend. I hesitation at first; I was worried that the institution I work for was going to be upset. The students took me aside and said "what about the kids that will be hurt if we don't". They had me; I stepped out of the way. The students did not get approval immediately, but eventually the service was offered. It does not have any relationship with the original students. It took longer to come to fruition that they were in school, but it happened and it started in a classroom just like yours and mine. The students made a difference. There community is different because of them.

Another success related to a group of students that developed a peer-mentoring program for incoming freshman. They felt that if they could help new student develop positive friendships that it might keep people from searching for meaning and friendship in association with problem drinking and sex. The students presented their program to the office of student affairs and it was enacted the following year. The college had a plan to start something like this, but they had not enacted it yet. I don't know if the students made it happen or if it was just coincidence, but I know those students were different from that moment on. They believed they

can make a difference. Additionally, I have had several students that have gone on to graduate study in public heath as a result of their experience in the class. For many students it is the experience they report as my favorite class or the one I will never forget when they do their exit interviews. Every time they say that I have to turn my head. I don't want them to see me cry.

The process has been amazing. I have been so impressed by the creativity and effectiveness of students. When they are challenged many of them come up with amazing programs. In health our students have the unique ability to interact with their community in many powerful ways. They have the ability to develop programming that can impact the lives of their classmates. I have used this concept in the college classroom, but I think it could work in other school environments as well. What about student preparing fitness and nutrition programs for their classmates? Certainly this activity would have to be monitored by professionals, but what better way to teach our students about the importance of health that to have them model the behavior for their classmates. It is the material that I have taught to others that I never forget. I think the reason is that I have had to make the information my own in order to help others. That is all I am suggesting here. Allow students to interact with the material in a way that can help their classmates enriches them and everyone else. It doesn't always work, but when it does it is dynamic. Let me ask you this. Think about any course you took in a lecture environment. How much of it do you remember? Now think about the things you have done that were held in a real world content. How much of that have you forgotten? To me the difference is clear. Even though it is hard to control and it makes for a huge amount of work I want to stay with this concept. I hope I have encouraged you to try something new. We call it making a difference. I call it changing lives.



Jack and Kay Schiltz

Lesson Ideas from Dr. Charlotte Guynes

Food Links

Grade: 4-6
Equipment: Food Guide Pyramid, construction paper, markers, paper
Objective: to encourage healthy eating habits
Method:

Tack a large chart of the Food Guide Pyramid on the bulletin board for everyone to view. Explain to the class that they will be working on a four-week project known as "Food Links", and that it is important that each person records everything that they eat (Monday-Friday) during this time period.

Ask the students to record the foods that they eat daily in the appropriate pyramid categories and bring their list to class each day. Each food group is a different color (brown=grains, cereals, bread, pasta; purple=fruits; green=vegetables; yellow=fats, sugars, oils; blue=meat, beans, eggs, nuts, fish; white=dairy), and daily the students will select strips of construction paper depending on the servings and from which food group they have consumed (recording their name on the back of each strip.)

Link the food sources according to the students' colored strips on the **FOOD LINK** poster located on the bulletin board. The goal is to work towards having a balanced pyramid daily for the class throughout the four-week period. By using "minimum" servings each day, the class average is not compromised when some students may be absent.

Sample Board & Links:

	#	#			
	serv.	x	students	=	serv/day x #days = goal
Fats/Oils (<i>use sparingly</i>)	---		25	---	20 -----
Dairy (<i>2-3 servings</i>)	2		25	50	20 1000
Meats (<i>2-3 servings</i>)	2		25	50	20 1000
Vegetables (<i>3-5 servings</i>)	3		25	75	20 1500
Fruits (<i>2-4 servings</i>)	2		25	50	20 1000
Breads (<i>6-11 servings</i>)	6		25	150	20 3000

Lesson Focus:

This activity helps students make healthy food choices and incorporate math skills when figuring the daily class average, and is a way of determining which food groups students this age need more/less of.

Additional Comments:

Source: Amanda Stombaugh, Loudoun County Public Schools, Sterling, VA

Source: Nicole Jordan

What Are We Drinking?

Grade: 6-12
Equipment: bottles, water samples, microscopes, petri dishes, eye-dropper, clean slides, paper towels, glass beakers, cover slides
Objective: to identify water purification levels
Method:

Take several samples of water from local water sources and place in closed bottles. Display each bottle marked (A, B, C, or D) in front of the class for everyone to view. Pour a small amount from each sample into different beakers marked accordingly. Have various pieces of equipment available for students to use during their investigation process.

Divide the class into groups of 4-5 students. The students will be instructed to identify each water sample from sources given. Decant the water samples into unmarked glass beakers. Students are to try to decide which water sample is which. Using the equipment available (microscope, slides, eye-dropper, etc.), examine the samples as closely as possible. Have each group decide which sample came from the city water system, the stream next to the farmlands, a swimming pool, or private pond. Ask each group to give evidence they may have to confirm their decisions.

Ask the students in each group to make a list of ways they, or members of their family use water on a daily basis. Remind them also that this resource is being wasted, contaminated, and depleted daily by the American people. Discuss how this will affect the generations to come if these practices are continued. Follow this class activity with a field trip to the local water treatment plant.

Lesson Focus:

This activity will provide students a "hands on" opportunity to evaluate the sanitation of water sources.



Teachers of the Year 2006

Middle School Health: Patricia Larsen

Patricia (Pat) Larsen teaches health and physical education at Liberty Middle School in Fairfax County. Pat comes to the teaching profession from a background in exercise physiology. Elizabeth Payne, Coordinator for Health and Physical Education in Fairfax County writes, "Pat's expertise is a resource that I have come to rely on. She is a consummate professional. She does not sit back and let things happen!" In addition to having numerous articles and research published. Pat has served on the Health and Physical Education Advisory Committee for Fairfax County Public Schools; has presented at numerous professional venues to include: VAHPERD, American Association of Diabetes Educators conference, local in-services for educators; and has conducted health-related segments on local television stations. Pat is an advocate for all children, but she takes a keen interest in children with special needs. Pat is an individual who is truly passionate about the health and wellness of all of her students.

College and University Health: David Sallee

David is an assistant professor at Bridgewater College in Bridgewater, Virginia. David's teaching responsibilities include personal health and wellness, health promotion, kinesiology, teaching methods, drivers education, and health concepts and strategies. In addition to teaching responsibilities, David serves on college committees, is a guest lecturer and presenter at numerous conferences and workshops and is widely published. Dr. Mary Frances Heishman writes, "Dr. Sallee possesses the characteristics that are so important in this field... dependability, cooperation, leadership, intelligence and an ability to relate to all people. He demonstrates the importance of learning by being a life-long learner himself." Additionally, David currently serves as editor of VAHPERD's Virginia Journal Editor

Elementary Physical Education: Sharon Welch

Sharon teaches at Seldens Landing Elementary School in Loudoun County. Sharon is currently serving as vice president for the physical education division. Sharon has been an active member of the educational community during her career by serving on the advisory committee for elementary PE lesson plans for PE Central, and she has been a presenter at numerous VAHPERD conferences, Southern District AAHPERD conferences, and NASPE just to name a few! The entire staff at Seldens Landing signed a letter recommending Sharon for teacher of the year. The staff said, "Mrs. Welch is a great role model for all students and staff as she practices what she preaches." She is a leader in our school and is a sincere, dedicated individual who is totally involved in her profession inside of the classroom and in the community.

Middle School Physical Education: Elizabeth Wood

Elizabeth Wood is a physical educator with 30 years of experience and she has taught at Matoaca Middle School in Chesterfield County her entire career! Liz, as she is known to friends and colleagues, has served as department chair and on various school and county committees such as curriculum, community relations, and PTA program coordinator. Additionally, Liz serves as an adjunct professor at Virginia State University. Jeffery McGee, prin-

icipal at Matoaca Middle School writes: "Mrs. Wood has inspired students and teachers alike. She takes a special interest in every child, recognizes their unique gifts and treats them as though they are members of her family. She does not take "I don't know" or "I can't" for an answer; rather she challenges herself to make physical activity meaningful and relevant for her students. "

Recreation: Charlotte Kelso

Charlotte currently teaches in Arlington County Public Schools. Charlotte has been active in VAHPERD for a number of years. She is currently serving as past vice-president of the recreation division. In her middle school classroom, Charlotte implements new and innovative programs such as in-line skating. A fellow teacher at Charlotte's school writes that she "single handedly conducts two programs: Hoops for Heart and Jump Rope for Heart." Charlotte is a national board certified teacher.

Dance: Mary Ann Laverty

Mary Ann is the director of dance at Woodside High School in Newport News. Mary Ann has served in several positions with the National Dance Association. Additionally, Mary Ann was a finalist for "Outstanding Educator of the Year 2006" for Dance Teacher magazine. Previously, Mary Ann was an assistant professor of dance at Hampton University and an adjunct professor at Christopher Newport University. Mary Ann is an accomplished dancer who has the personal skills to interact with students, friends and colleagues.

Southern District Teacher of the Year

Elementary Physical Education Teacher of the Year: Gwendolyn L. Hairston

Ms. Hairston obtained her Bachelors Degree in Health and Physical Education from Virginia State University in 1975. Gwendolyn has been employed as a Physical Education Teacher at Agnor-Hurt Elementary, Albemarle County for the past 13 years, and in the teaching profession for a total of twenty-nine years.

Gwen conducts a quality physical education program, uses a variety of teaching methodologies, serves as a positive role model, participates in professional development opportunities and is dedicated to our profession through her leadership and her presentations at the county and state levels. Michele Del Gallo, Principal of Agnor-Hurt Elementary, rates Ms. Gwen Hairston "in the top 1% of all educators in her field. I would describe her as a master teacher, model educator, and an instructional leader. She has a very special presence about her that inspires students and adults to love learning and to follow their dreams." Principal Del Gallo further states "her level of expertise and professionalism have significantly influenced the overall effectiveness of Agnor-Hurt Elementary. She is deeply respected by students, teachers, parents, administration, our county's leadership team and the University of Virginia." Gwendolyn Hairston not only embodies the state (VAHPERD) and district (SDAAHPERD) qualities of an Elementary Physical Education Teacher of the Year – but the true essence of what it means to be an "educator".

Preparing for Reston
VAHPERD Board Members at Work



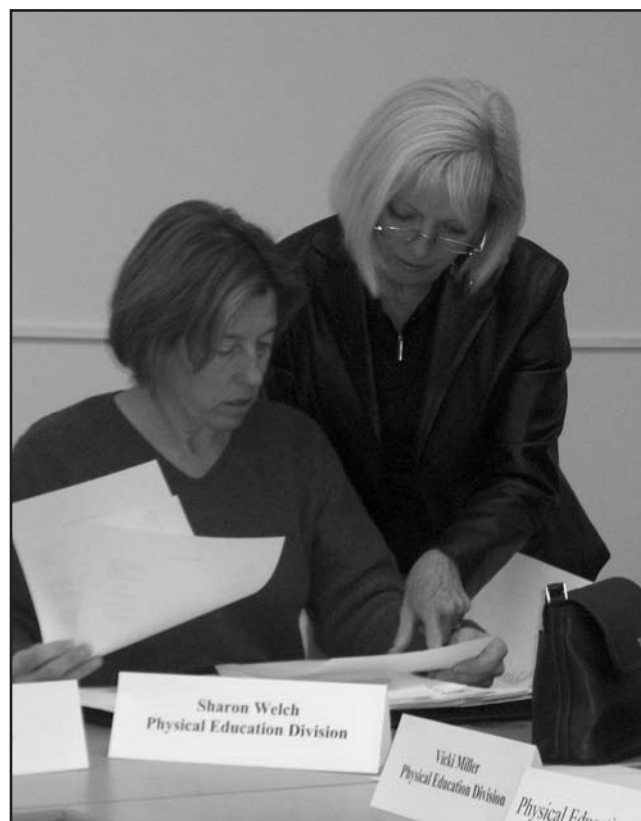
Judy C. Johnson and Henry Castelvechi



Cetan Tameris and Charlotte Kelso



Kevin Sperry and Jack O'Donnell



Sharon Welch and Vicki Miller

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.
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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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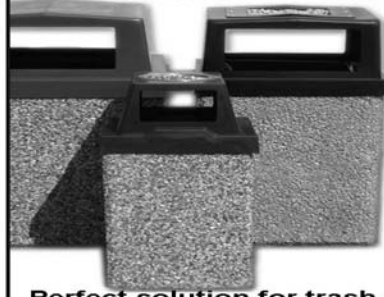


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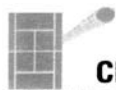
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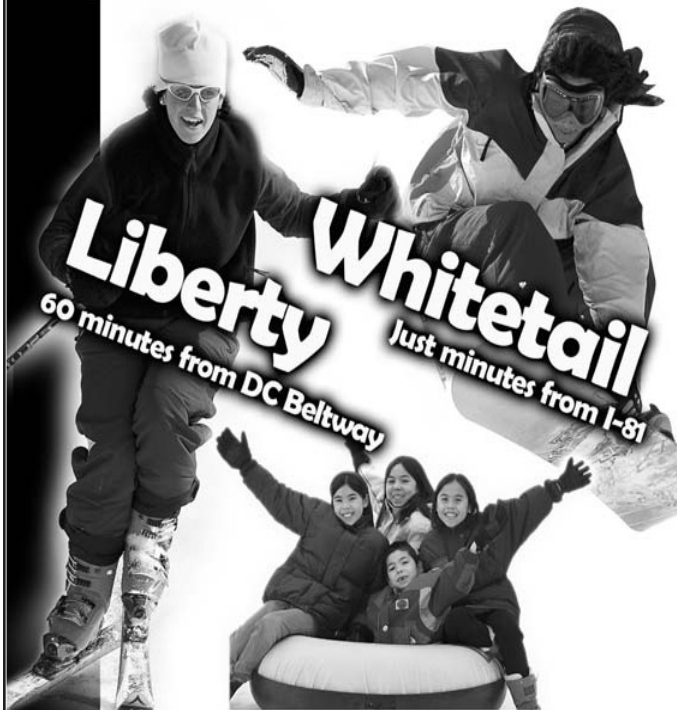
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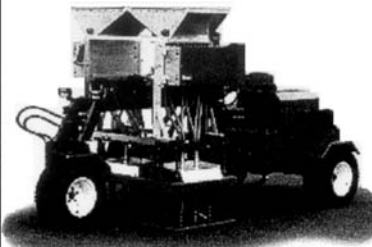
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About VAHPERD

Mission Statement

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

VAHPERD Values

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

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Remembering why we work so hard

My name is Tanner Bobbitt. I am nine years old and go to St. Paul School. I had heart surgery when I was seven weeks old. My mom tells me I had a heart defect known as Tetralogy of Fallot and I was a "blue baby" (whatever that means). Anyway, I don't remember any of it. All I know is I go to a heart doctor (Dr. Raines) once a year and she does weird tests on me and sometimes makes me wear a heart monitor. I hate it when she sandpapers my chest so the heart monitor stickers will stick to my chest. My mom also tells me the reason I'm well is thanks to the American Heart Association for all their research. I'm certainly glad they do whatever it is they do so I can be well. Oh yeah, I almost forgot to mention the cool "survivor" heart they gave me! My pa had heart surgery, too, but he didn't get a cool survivor heart. I like to tell him, "Ha-ha, Pa, you don't have a survivor heart." Mrs. Shay Bolen came to St. Paul to substitute. She was so cool! She had us do something called "Jump Rope for Heart." I'm a really good rope jumper. Mrs. Bolen knew about my heart and wouldn't let me jump very much. I think she thought my heart would burst. My mom went and talked to her and told her I could jump and do everything the other kids could do. I jumped really fast, but I wasn't the fastest at first. Mrs. Bolen told me she would give me some microwave popcorn if I won, so I jumped even faster. All I could think about was that popcorn. Well, finally I did it! I jumped the most jumps per minute. I beat everyone in the third grade! And I got my popcorn, just like Mrs. Bolen told me. I also got my picture in the local papers. Not just because I'm a survivor, but because I jumped the most jumps per minute. Mrs. Bolen made me two really cool plaques, too. They're hanging on my wall in my room. And we had an assembly at school where I was recognized. It was so cool!

So, I just want to say THANK YOU American Heart Association for making my life possible. I LOVE YOU!

Tanner Bobbitt

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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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