

The Virginia Journal



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

SPRING 2010

Vol. 31, No. 1



VAHPERD Members,

It is my pleasure to serve as the editor of The Virginia Journal (TVJ) and Communicator. Enclosed you will find the Spring 2010 issue. I hope to continue the successful publications of TVJ and Communicator.

However, the success of TVJ and the Communicator only go as far as the members and our submissions. I ask that you continue to submit the quality work you have in the past. Let the state, region and nation know the outstanding work we are doing in VAHPERD. So this is my continued call for manuscripts for the Fall 2010 issue of TVJ and news information for the Communicator. The TVJ and Communicator depend on the submissions from our exceptional professionals working in the field.

So please continue to e-mail me your manuscripts and news by July 15, 2010 as a Word attachment for the two publications. Please follow the manuscript guidelines posted in each issue of TVJ. My contact information is below.

Sincerely,

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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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TABLE OF CONTENTS

Volume 31, Number 1 **SPRING 2010**

President's Message 2

President Elect's Message 2

Executive Director's Message 3

Past President's Message..... 3

A Study to Examine the Nature and Scope of School Athletic
Administrator Positions in the State of Virginia 4

Big Picture Thinking in Physical Education 9

Coeducational versus Single-Sex Physical Education Class: Implication on
Females Students Self-esteem and Participation 10

VAHPERD Officers & Directors 13

Connecting Brain and Body with Games and Academics 16

Stand on Capitol Hill 18

Effects of the Tactical Games Approach on Student Engagement in a
Sport Education Badminton Season..... 19

Virginia State University Partnerships Shift Nascar Events to Higher Gear 23

Physical Education for the Elderly 25

Guidelines for Manuscript Submission..... 27

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President's Message

Vicki Miller

Dear VAHPERD members,

I would like to take this opportunity to Thank You for being an important part of VAHPERD and Thank You for all that you do for our profession. All Virginians are experiencing difficult financial times in education, healthcare, home ownership, jobs, and many other areas. Our students need us now more than ever.



Teachers may be the only “constant” in our students’ lives. We represent security, care, understanding, thoughtfulness, and the difference in their health and education. Our leadership and success as educators will make a difference in their future. One of the most successful ways to ensure their future will be there is to be advocates for the best health and physical education. Advocacy starts at the grass roots level in our schools and school boards, city and county government, state and national government. I know this is a difficult time to ask you to be advocates for our students when some of our school systems are cutting PE programs and some of our colleagues are losing their jobs. But these issues make it more vital for us to step up to the plate for our students and profession.

VAHPERD participated in the Sporting Goods Manufacturing Association’s National Health Day on Capitol Hill to advocate for Physical Education, PEP Grants, and recess. These programs will also help alleviate Childhood Obesity. Kim Clancy and I were able to meet with Senators and Congressional leaders to share success stories of VA school systems that have been fortunate to have PEP grants. Henrico, Fairfax, and Alexandria participated in the “PEP Demo” on Capitol Hill to highlight quality HPE programs. Teachers taught mini lessons in physical fitness, nutrition and crossing the curriculum with technology and best practices. Students participated enthusiastically and were great representatives of healthy and active students learning quality physical education. But more school systems need to receive PEP grants. Only 10% of “PEP” grant applications are funded. We need to inform our VA Senators and Congressional Representatives of the importance of PEP. Senator Mark Warner: <http://www.warner.senate.gov/public/> (202)-224-6295; Senator Jim Webb: <http://webb.senate.gov/> (202)-228-6363

In January we had over 60 participants learning advocacy strategies and opportunities for HPE funding at our annual VAHPERD Leadership Development Conference. Special THANKS to Megan Wolfe, AAHPERD Legislative representative for teaching “Advocacy 101”. Mark Brandenburger and Kim Clancy also shared advocacy tips and pointers and success stories that can be replicated. Alison Spencer from ANTHEM Health Insurance introduced a RADIO DISNEY grant opportunity for elementary teachers to provide extracurricular physical activity for their students (Vanessa Wigand will send out info in a Superintendent’s Letter in September for HPE teachers to participate in this program). Jon Lugbill (Richmond Sportsbackers) also shared info for grant funding opportunities to provide physical education

continued on page 24

President-Elect's Message

Cetan A. Tameris

Winter just keeps rolling along as the second big storm hit Virginia just yesterday. This time spent indoors has given me time to reflect and collect some thoughts and visions that I have had for the coming year and would like to share with our current and potential new members. If you noticed that I said “new”, that is an area that I will address in the course of this message.



It seems as if the world has been zooming by since my election in November. Budgets throughout the state are being tightened and childhood obesity continues to be on the rise. We, as physical educators, need to make our presence known. Watching the President’s State of the Union just a few days ago, I noted that the President recognized Mrs. Obama for taking on the issue of childhood obesity. This can be a positive for physical educators in taking on the epidemic. Examine your programs. Are you meeting the needs of your students? Are nutrition education and fitness goals setting part of your program at all levels? If not, they should be.

I challenge all physical education teachers throughout the state to set goals for their own programs to help in the fight. Start simple. Physical education calendars that track daily physical activity is a great way to start. Follow this up with a graphing activity is a great way to integrate math and also help students to visually see their habits and set goals for themselves. Another example is to use a fitness contract based on the Virginia Wellness scores to help students set goals for themselves in how to improve their scores outside the classroom. There is emerging and current research that shows a strong relationship between students who improve their fitness scores also improve their reading and math scores on required tests.

The second challenge that I am going to issue is directed to membership at the state and national levels. We are only as strong as our weakest link. I am reminded of a professor I had at West Virginia University in my undergrad work who offered the following advice. Professor Ziatz told us all to “get involved”. He went on to tell us that our field was constantly changing due to research and that the only way to stay current was to attend professional development, specifically conventions, at the state or national level. These conventions would allow us to network, exchange ideas, and hear the latest in our field. This is something that has stuck with me ever since. We need to put the “pro” in “professional”. Stay current. Help others to stay current. When you are done reading this journal today, don’t just put it on the shelf or discard it. Give it to someone in your district who has never been part of VAHPERD. We need to “spread the word”. In addition, I challenge all members to bring someone to convention next November that has never experienced a VAHPERD convention. If we all did this every year, then Richmond would not hear just a whisper from VAHPERD but a giant roar.

Advocacy is what will keep our field alive in these tough budget times. Fight for every inch that you can get in your pro-

continued on page 3

Executive Director's Message

Henry Castelvechchi



I hope everyone had a restful spring break and is ready to finish out the year. Although summer is fast approaching the VAHPERD Board and committee members are still working hard. The Board has just set its budget for next year and our next meeting will focus on Convention planning. We are looking forward to finalizing program sessions

and we are negotiating with many nationally known speakers. We are committed to bringing you another quality convention. This June, President Elect Cetan Tameris and I are heading to Washington DC for the AAHPERD LDC. While we are there, we will be visiting Congressmen to advocate for quality HPERD programs. This is always an exciting time of the year and I always look forward to it.

We are also happy to announce a new partnership with Fit Families of America (FFAME). FFAME has created a unique elementary health curriculum that unites schools, families, and communities for a healthier future. They have committed to 5 grants this year worth \$2500 each. We are also entering into our last year with our Socci grants. This year we have 3 available Socci grants. Lastly we are continuing the VAHPERD Jump and Hoops Coordinator grants. These grants are provided by VAHPERD to our members who coordinate a Jump Rope for Heart or Hoops for Heart event. Please look in this Journal and online for the grant application forms.

Please enjoy the rest of the school year! I hope to see most of you at the Health and Physical Activity Institute or one of our other sponsored workshops this summer and then back at the Convention in November.

Henry Castelvechchi

President Elect Message *continued*

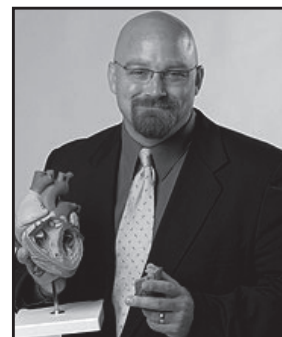
gram. Show others that physical education, health, recreation, and dance is an integral part of the education of all students. Get involved in your state organization. Be a presenter at the state or national level. Everyone has something to contribute that they do well. I invite any current or future member around the state to contact me at catmeris@fcps.edu with thoughts or ideas for our organization. I also invite those same people to contact me or other members of the board to get involved through committees or board positions within VAHPERD.

In closing I look forward to serving our organization through these tough budgetary times in the coming year. I will be attending the Southern District conference in the next couple of weeks and continuing to make appointments to standing committees throughout VAHPERD. The strategic plan I am currently formulating will be presented to the board at our spring meeting, and I will look forward to implementing it with the help of my fellow VAHPERD in the coming year.

Cetan A. Tameris, VAHPERD President-Elect
Hayfield ES, Fairfax County Public Schools

Past President's Message

Dave Sallee



This is my final year in VAHPERD leadership. My first year was 2002. I have learned so many things since then. I realize now how much I was misinformed in my beliefs about this organization. I often question why we did things a certain way or why a particular leader took this or that approach. I did not understand the organization very well, but I did not know that at the time. I was one of the people who make an organization struggle. I was a complainer. What I have found is that most of my complaints were unfounded. It took me eight years to learn that. I hope that you don't take so long.

The first thing you have to remember is that VAHPERD is a volunteer organization. Yes there are a few people who get paid a small amount, but it is very little in comparison with the work that they do. The majority of the people who do the work of the organization are volunteers. They have other jobs, commitments, families, and a life. They offer service to the organization out of the goodness of their heart. They get to do a lot of work and hear a lot of complaints for little personal benefit. They do it because they believe in our profession. Service is a part of being a professional. I learned that early in my career and I know that it is the truth regardless of others opinions. Thanks Bev Johnson. I have never forgotten.

I think we forget the fact that people working for VAHPERD are volunteering their time to serve others. I think we complain too much and rarely take time to thank them. I am as guilty of this as anyone. It does not lessen the meaning of the lesson. Nothing is going to go perfect. Mistakes are going to be made. We all could have done more, but we have to remember that this is about volunteering and service. It is no one's job.

The next time you are at a convention or event and the presentation was a little slow or the line for registration was a little long, remember that everyone who is there is a volunteer doing what they can to help the organization and our profession. Few are getting paid and most are spending their hard earned money to offer something of their selves to our profession. They are trying to help us all get better. It took time, effort and hard work to be there for you. They had to put aside their work, spend money, lose time with their families, and make the effort to travel to the event. It took a lot of be there even if it was a little late or the Power Point did not work. They are volunteering to help us get better. Most would appreciate a thank you. I wish I had said that more often in my eight years.

For all of those that I have had the pleasure to work with over the past eight years, thank you. Thanks you for your time and service. Thanks you for putting up with my uneducated complaining. Thank you for letting me grow as a leader and as a man. Thank you for letting me serve my profession.

In good health, Dave Sallee

A Study to Examine the Nature and Scope of School Athletic Administrator Positions in the State of Virginia

Robert Case, PhD, Sport Management Program, Old Dominion University

Over 200 colleges and universities now offer professional preparation programs in sport management at the undergraduate and/or graduate levels (Comfort, 2008). Parks, Quarterman and Thibault (2007) point out that several career paths exist for sport management students. These career paths include positions with college athletic departments, sport event management firms, sport facility management organizations, professional sport teams, recreational sport programs, sport marketing agencies, etc.

As sport management graduates continue to enter the workforce in greater numbers during a period of economic recession, some experts predict that jobs will become more difficult to find. Sport management graduates may have to consider relocating or working for lower wages than expected. Another option may be to explore alternative, but closely related, career paths and options.

Positions in college athletic administration have been popular career choices for sport management graduates in the past. However, positions in high school athletic administration have been relatively unexplored by sport management graduates (Stier & Schneider, 2001a). One of the possible reasons why so few sport management graduates have pursued careers in high school athletic administration is that they generally do not possess teaching credentials and some of the high school athletic administrator positions require a teaching license. Another reason why sport management graduates do not actively seek these positions is because of the perception that they are combined or split positions where part of the day is spent teaching or coaching and the other part of the day involves athletic administration duties. In other instances, school administrator or school supervisor certifications are required to qualify as an athletic director and sport management graduates generally do not possess these credentials.

Literature Review

A series of studies by Stier and Schneider (2000, 2001, 2002) explored various aspects of the high school athletic director profession. Their studies ranged from developing recommendations for the training of future high school athletic directors to identifying desirable qualities and attributes of athletic directors as perceived by principals and other athletic directors. These studies attempted to collect data about high school athletic directors from several states. It should be noted that the present study focused only on high school athletic administrators in the state of Virginia. Other competency studies have looked at intercollegiate athletic directors (Bretting, M., 1983; Hatfield, Wrenn & Bretting, 1987; Williams & Miller, 1983) and college recreational sport directors (Ellard, 1984; Jamieson, 1980, 1987; Jennings, 1984). Additional competency studies in sport have been conducted in sport facility management settings (Case & Branch, 2003; Skipper, 1990). The competency studies listed above provided excellent resources for the development of specific high school athletic administrator job competencies for use in this study.

Purpose of Study

The purpose of this study was to examine the nature and scope of high school athletic administrator positions in the state of Virginia to determine selected demographic and job competency information. It is hoped that the results of this exploratory study will provide college sport management program curricular planners with information that can be used to refine sport management curricular offerings so that the professional preparation and training of future interscholastic sport administrators can be enhanced. Heretofore, most college sport management programs have focused on preparing administrators for amateur sport, college athletics and professional sport settings.

Methodology

An online survey instrument was developed and granted prior IRB approval to collect selected demographic and job competency data from high school athletic administrators in the state of Virginia. A review of the literature provided an initial framework for developing survey questions and content areas (Case & Branch, 2003; Stier & Schneider, 2000, 2001, 2002). The National Interscholastic Athletic Administrators Association has a training and certification program that provides a number of competency areas for the professional preparation of future high school athletic administrators. The competency listings contained in the Certified CAA Athletic Administrator Study Guide (2007) were reviewed when developing the survey instrument for this study. Furthermore, a jury of experts provided feedback during the survey development phase. A small pilot study was conducted in order to refine the survey instrument and data collection methodologies. The final version of the survey instrument contained two parts. The first part focused on the collection of background and demographic information and the second part concentrated on identifying high school athletic director job competencies that are considered to be essential. The second part contained 35 separate athletic administrator job competency statements.

Data Collection

A link to the online survey was e-mailed to all high school athletic administrators in the state of Virginia who were listed on the Virginia High School League (VHSL) database. A VHSL staff member assisted in coordinating the survey e-mailing and distribution. A total of 284 individuals responded to the online survey. This resulted in a 55% response rate. Over 80% of the sport administrator respondents were either athletic directors or student activity directors. The other respondents were high school building principals who are ultimately responsible for the school athletic program. It should be mentioned that in the state of Virginia the titles of "athletic director" and "student activity director" are used interchangeably. In most instances, the student activity director administers the athletic program. He or she is also likely to oversee various student club activities (e.g., drama club, debate club). High schools in the state of Virginia gener-

ally do not have separate athletic director and student activity director personnel in the same school. One person generally oversees both of these responsibilities. In most Virginia high school settings, the athletic director or student activity director reports directly to the building principal.

Findings for Part I

Background and Demographic Information

A total of 284 individuals responded to the survey. On average, they were 48 years old with approximately 11 years of school administration experience. Eighty-one percent (N = 214) of the respondents were males and 19% (N = 51) were females. Ninety-nine percent of the respondents worked in public school settings. Forty-one percent of the respondents reported that athletic administration duties were generally handled by one full-time athletic administrator in every high school within the district. The second most common arrangement was to have a full-time athletic administrator in every high school and every middle school (22%). Only 15% of the respondents indicated that they had a district-wide athletic administrator as well as one athletic administrator in each high school and middle school. Most of the “AAA” and “AA” schools had more than one high school in their district. In some of the larger school districts, several high schools had up to ten full-time athletic administrators employed in the school district.

A review of the responses showed that 41% (N = 112) of the respondents were from large “AAA” level schools. They were followed by 32% (N = 87) of the respondents coming from mid-sized “AA” schools and 24% (N = 65) were associated with single “A” schools. “Athletic director” was the official title of 57% of the respondents followed by the title of “student activity director” at 37%. Sixty-four percent of respondents pointed out that the position of athletic director or student activity director is generally considered to be an administrative position and 38% of the respondents noted that the athletic administrator position is classified as a teaching or faculty position within the school district. Athletic administrators in each school handle administrative duties for both boys and girls athletic programs. The positions are not split like some college settings where you may have separate athletic director or associate athletic director positions for both men and women. The athletic administrator positions, particularly at the larger “AAA” schools, are full-time positions with 60% of the respondents reporting that 75% to 100% of their time each day is devoted primarily to athletic administration duties. Seventy-two percent (N = 97) of the respondents indicated that a bachelor’s degree was the minimum degree required for the position of high school athletic administrator in their school district. Twenty-three percent indicated that a master’s degree was the minimum degree required.

An important finding from this study is that 87% (N = 232) of the respondents stated that a teaching license was required for the position of athletic administrator within their school. Requiring a teaching license for the athletic administrator position is not a Virginia Department of Education requirement; it is a requirement imposed by the specific school district. Some school districts don’t have a teaching license requirement but individu-

als employed in athletic administrator positions generally have a teaching license.

It should be noted that sport management undergraduate students usually don’t graduate with teaching certification. Depending on the state and the type of school (e.g., public or private), it might be to the advantage of sport management students who want to pursue careers in high school athletic administration to obtain teaching certification as part of a second major or minor at the undergraduate level. Some students who majored in sport management as an undergraduate have gone on to obtain a teaching license at the graduate level in order to pursue jobs in high school athletic administration.

The average salary reported for high school athletic administrators who participated in this study was approximately \$50,000. Although most of the athletic administration duties are performed during the school year, some of the duties carry over to the summer months. Since most of the athletic administrator positions in this study were administrative in nature, the athletic administrators generally work under a 12-month contract. It was interesting to note that 76% of the athletic directors who responded to the survey mentioned that they do not handle intramural and recreational sports at their school. These duties are generally handled by the physical education staff. This finding is in contrast to a number of junior college and small college settings where the athletic director also oversees the intramural and recreational sport programs. Forty-three percent of the respondents stated that they have an undergraduate degree in physical education and another 36% stated that they have an undergraduate degree in a major other than physical education that is linked to teaching certification (e.g., social studies). For survey respondents who have a master’s degree, educational administration and administrative specialist degrees were the most frequently identified graduate majors and accounted for 62% of the responses followed by majors in specialized teaching content areas such as social studies, math, etc. Eight percent of the respondents identified sport management as their graduate program of study.

In terms of female and minority representation in the athletic administration positions within the school districts, 36% (N = 89) indicated that they had no female athletic administrators in their district and 36% reported that they had one. Furthermore, 59% of the respondents noted that they had no minority athletic administrators and 23% stated that they had one. It should be mentioned that most of these districts had multiple high schools within the district.

Findings for Part II

Essential Job Competencies

Respondents were asked to rate a series of high school athletic director job competencies on a scale that ranged from “essential” to “not important.” The 35 job competencies were derived from a review of the literature, feedback from a jury of experts and results from a pilot study. The findings are listed from the highest rated “essential” competency with a maximum score of 5.0 to job competencies rated as “not important” and receiving a score of 1. The table below provides a listing of results for each of the 35 athletic administrator job competencies.

Table 1. High School Athletic Director Job Competencies

| | Essential (5) | Very Important (4) | Average Importance (3) | Minimal Importance (2) | Not Important (1) | Mean or Average |
|---|------------------|--------------------------|------------------------------|------------------------------|-------------------------|--------------------|
| Sound Judgment | 181 | 68 | 15 | 3 | 0 | 4.60 |
| Knowledge of VHSL Rules, Policies, etc. | 190 | 54 | 17 | 7 | 2 | 4.57 |
| Ability to Multi- Task | 172 | 63 | 21 | 6 | 2 | 4.50 |
| Ethical Decision- Making | 167 | 69 | 26 | 5 | 0 | 4.49 |
| Leadership & Delegation | 154 | 86 | 23 | 5 | 1 | 4.44 |
| Budgeting | 153 | 89 | 18 | 9 | 1 | 4.42 |
| Time Management | 143 | 92 | 27 | 4 | 1 | 4.39 |
| Problem Solving | 138 | 102 | 24 | 3 | 2 | 4.38 |
| Event Management | 144 | 82 | 37 | 6 | 0 | 4.35 |
| Event Scheduling | 141 | 93 | 27 | 5 | 3 | 4.35 |
| Risk Management | 144 | 80 | 39 | 5 | 1 | 4.34 |
| Personnel Supervision | 138 | 90 | 33 | 4 | 2 | 4.34 |
| Planning/ Organization | 139 | 92 | 32 | 6 | 1 | 4.34 |
| Legal Liability | 145 | 75 | 36 | 9 | 3 | 4.31 |
| Public Relations | 133 | 96 | 35 | 5 | 1 | 4.31 |
| Oral/Written Communication | 126 | 102 | 36 | 5 | 1 | 4.29 |
| Staffing/Hiring | 118 | 99 | 37 | 9 | 2 | 4.22 |

Summary and Conclusions

Positions in athletic administration at the high school level seem to offer tremendous potential as viable career options for sport management graduates. These positions are generally not pursued immediately after they graduate from undergraduate programs. The rapid expansion of middle school athletic

programs throughout the state of Virginia and the growth in size of high school athletic programs have changed the dynamics of athletic administrator positions in the schools. In the past, many of the athletic administrator positions were combined or split positions where the teacher or coach would spend part of the day teaching and coaching and part of the day performing athletic administration duties. Twenty years ago school districts had one district-wide athletic administrator who would serve as athletic director for all the schools in the district. Today, many of the larger school districts hire a full-time athletic administrator for each high school. The positions are devoted specifically to performing athletic administration duties. On occasion, a district-wide administrator for athletics and student activities may be located in the school district central office or headquarters. Even in these situations, separate athletic directors or activity directors are still located at each high school. In some instances, full-time athletic administrators also reside in the middle schools but most of these positions are part-time or split between teaching/coaching and athletic administration.

This study revealed that the highest rated job competencies for high school athletic administrators included sound judgment, knowledge of league rules, ability to multi-task, ethical decision making, leadership and budgeting skills. Although not the top rated competencies, skills related to time management, problem solving, event management, event scheduling and risk management are also considered to be essential. One surprise was that a number of the respondents did not rate fund-raising and sponsorship procurement in the top tier of job competencies. This is likely because booster clubs play a big role in fund-raising activities for schools. Also, some schools place restrictions on the amount of fund-raising that can be conducted. The job competency rated lowest by the respondents was the need for the athletic administrator to have previous athletic playing experience.

Results of this study indicate that many high schools in the state of Virginia have full-time athletic administrator positions. Job competencies related to these positions are very similar to the competencies being taught in approved college sport management professional preparation programs. Many of the North American Society for Sport Management and the National Association for

| | | | | | | |
|---|-----|-----|----|----|----|-------------|
| Crowd Control | 111 | 101 | 47 | 7 | 0 | 4.19 |
| Performance Evaluation of Staff | 103 | 105 | 50 | 5 | 3 | 4.13 |
| Transportation Scheduling | 116 | 89 | 51 | 10 | 3 | 4.13 |
| Facility Management | 107 | 101 | 49 | 9 | 3 | 4.12 |
| Goal-Setting/ Strategic Planning | 97 | 116 | 49 | 5 | 2 | 4.12 |
| Customer Service | 106 | 98 | 56 | 7 | 3 | 4.10 |
| Equipment Maintenance | 100 | 97 | 58 | 13 | 2 | 4.04 |
| Employee Motivation | 89 | 11 | 56 | 10 | 2 | 4.03 |
| Coaching Experience | 94 | 102 | 58 | 10 | 5 | 4.00 |
| Knowledge of Sports | 90 | 102 | 63 | 12 | 2 | 3.99 |
| Computer Applications | 70 | 127 | 58 | 11 | 3 | 3.93 |
| Knowledge of Contracts/ Leases for Athletic Events | 74 | 102 | 73 | 15 | 6 | 3.83 |
| Sales, Ticket Office Operations | 71 | 88 | 86 | 18 | 4 | 3.76 |
| First Aid/ Emergency Procedures | 72 | 88 | 82 | 20 | 7 | 3.74 |
| Fund-Raising/ Sponsorship Procurement | 60 | 101 | 85 | 14 | 8 | 3.71 |
| Marketing/ Advertising | 53 | 98 | 91 | 18 | 10 | 3.61 |
| Athletic Experience | 50 | 72 | 93 | 23 | 31 | 3.32 |

Sport and Physical Education standards relate directly to these job competencies (Stier & Schneider, 2001c). A major issue that was identified in this study involves the high percentage of school districts that require a teaching license in order to be considered for athletic administrator positions. The teaching license requirement for athletic administrator positions is a local school

district requirement and not a requirement by the Virginia Department of Education. It is hoped that in the future school districts will drop the teaching certification requirement for athletic administrators as the duties of the athletic director position do not call for teaching expertise. It was also noted that some school districts require school administrator certification for athletic directors similar to the certification required for building principals. In some states, athletic administrator certification programs have been developed and this is something that Virginia may eventually consider, especially for legal liability purposes. Another concern that was identified from the results of this study related to the low number of minorities and females who presently work in athletic administration positions within the schools. It is recommended that strategies be developed in order to eventually increase these numbers. Overall, the findings of this study suggest that with some small changes (e.g., eliminating the requirement in some school districts that sport administrators possess a teaching license and/or the creation of mentorship programs to train future minority and female athletic directors), that high school sport administrator positions offer promising career options for future sport management graduates in the state of Virginia.

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Big Picture Thinking in Physical Education

Kim Dillard, Physical Education Teacher at Deer Park ES, USPTA Master Professional/PTR, Centreville, VA

As an elementary physical education teacher I work hard each and every class to get students thinking about how their actions relate to the future, or Big Picture. For example: when I see a student who is not paying attention to the line moving on ahead I say “Green Light, BEEP BEEP” to get their attention to move on. The future for these students is not moving when the light turns green and the car behind them must honk to get their attention to go. All of us face these students in each and every class and face these drivers each and every day. I believe we can help student relate to the future in our every day setting.

When it comes to getting equipment to each student something we do on a daily basis, I take this opportunity to present the Big Picture and teach manners. Each student will learn how to say thank you. I ask one third of my students to get clip boards to hand out, another third to get pencils to hand out, and another third to get the papers, (test, hand outs, etc.) When they are handing out each item the students must say thank you. This daily routine is a perfect opportunity to work on manners, cooperation, and selflessness, qualities they will use for the rest of their life. We use different color gator skin balls for so many activities in elementary school, and on countless occasions a student will cry when they did not get the color ball they wanted. “Really, you are crying over the color ball you wanted”. Our new routine is to take one class to get their favorite ball and then ask them to hand the ball to another student in the other class so they can say thank you and not be selfish. The other class does the same so everyone has a ball for the activity. I pay close attention to hear the thank you from each student. If I notice someone did not say thank you I start the process over with that student and make sure to hear the words. For some reason so many students have not been taught how to be polite. I tie a million shoes a day and make sure each student tells me thank for my efforts and remind them this should not be my job. I ask the students to tell the servers in the cafeteria thank you as you leave the line. I check the ladies once a week to see if more students have responded to my request.

If you notice there are more people than ever leaving their shopping cart out in the parking lot. Who are these people??? Now look at your students who leave their equipment on the floor instead of bringing it to the cart, it’s their parents. So kill two birds with one stone and get each student to pick up only one or two pieces of equipment at time so they can repeat the cleaning up process over and over. Tell all the students as often as possible to make their parents put the cart away each time they bring it to the car.

When it is time to pick up equipment and move on to the next station, I make each student pick up different pieces than they used and put it in the proper container. I make each group count for the correct amount and make it a class responsibility to get the proper amount in each container. At the end of each round I may ask one group not to pick up their items and to get a quick drink of water. The group effort works like a charm and the students get the idea that it takes everyone helping each other to get the job done. I ask students to pick up one piece of trash a day to

make the planet earth a better place to live.

One response I hear on a daily basis is “I did not put that trash there, so why do I have to pick it up.” By making everyone pick up as a group gets the students to understand we are all in this together and can make a difference together.

If a student is sent to our STAR system or time out, I talk to the student as Officer Dillard. When they blame another student saying “They did it first”, my answer is this question, if the person in front of you goes through the stop sign and you do the same and I pull you over for a ticket - are you going to tell Officer Dillard the driver in front of me ran the stop sign? Making choices and decisions about rules and conflicts is a daily challenge that relates to everyday life. The rules keep all of us safe and keep order in the Big Picture. The personal choice to follow rules is key to living in a safe social setting.

We make sure students high five each other on a daily basis. One of the most important concepts is to high five the effort and not the result. So often, players get a high five for the outcome like a home run or touchdown. I believe the person who needs it most is the player who gets an out. Trying hard should be rewarded for the feeling of unconditional support.

One of my favorite days of the year is Team Challenge Day, typically called Field Day by other schools. Our version is a rotation of team building activities for each class to work together in groups, or as a class. We conduct our Team Challenge Day in early October for three reasons. The most important reason is that it builds team concepts, and cooperation early in the school year for each class, which has yearlong and life long benefits. Each station has no winner and continually starts over when goals are met as a team. The other reasons for holding our event in October is that this time of year is much easier for scheduling a school wide activity, and the outside temperature is perfect. Each station is run by parent volunteers, and each class thanks the parents for their time and effort. People do things for one another all the time and saying thank you should be second nature with practice. The Big Picture is that working together is the way society works, business, and almost any job will use these concepts at the heart of being successful.

As I conduct each class, I am concerned more and more about how my students will conduct themselves in the future as a result of what they learn in our setting. I think the easy part is teaching the skills of our trade, like how to punt a ball, or do a cartwheel. Teaching how to be polite and how to cooperate successfully with others is more challenging. The way they act and treat each other directly affects the way they will conduct themselves in society. Will they run through a stoplight thinking the rules do not apply to them, or hold the door open when I am behind them in line? Think about some of your daily procedures and give some thought about how to relate these activities to making students into better people. People living in a society that cares for each other and cooperates together makes the Big Picture a better place to live, we as physical educators can help each day with our students.

Coeducational versus Single-Sex Physical Education Class: Implication on Females Students Self-esteem and Participation

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Abstract

Teachers have debated since the introduction of Title IX what a better learning environment in physical education for female students is. This research reviewed over 10 research studies that explored both sides of the argument, coeducational classes and single-sex classes. The review focused on looking at what is causing girls to not want to participate in physical education. Findings from this review fell along the lines of other research studies findings that suggest there is no clear answer to this debate.

In 1972, Title IX of the Educational Amendments Act was introduced to bring equal opportunities and equality to the educational system of the United States (Treanor, Graber, Housner & Wiegand, 1998). This would bring an end to single sex classes and males and females would be taught together for the first time in physical education. Through this law, every student would now have the right to receive the same kind and type of physical education no matter if they were male or female. Coeducation physical education classes were implemented in an attempt to uphold this new regulation and perhaps with minimal thinking or planning relative to the impact this decision might have on the lives of young, adolescent girls (Derry & Phillips 2004). However, since the introduction of Title IX into the public schools physical education arena, a concern has been voiced regarding what is truly the best learning environment for our students. Is it an environment that is best designed around a coeducational classroom or is it a better and more equal environment in a single sex classroom?

Prior to Title IX it was not uncommon for male students to receive preferential treatment in the physical education classroom and with physical activity (Osborne, Bauer & Sutliff, 2002). This preferential treatment came in the way of better facilities and equipment, often leaving girls with second hand equipment or a practice schedule which worked around male teams practice time. (Osborne, et al., 2002) All of this changed with the passage of Title IX. Female students were finally going to be seen as equals in the very male dominant field of physical education and physical activity. Even though the law now has requirements that females and males have equal opportunities to participate in physical education, we must wonder are we reaching the intended benefits.

Researchers have debated this issue for years, debating both sides to determine what is better for the students. Koca (2009) reported "for example, many researchers have claimed that coed physical education (PE) provides equal opportunities for participation and allows females and males to socially interact." This same argument has been cited by several other researchers, (Colgate, 1999; Davis 1999; Griffin, 1984; Knoppers, 1988). On the other side of the argument, researchers such as Olafson (2002) identified the perceived social interactions in the coed classes are exactly what turns adolescent girls off from participating in the

current coed physical education classes.

Researchers interviewed students to try to determine their opinion on which is the better physical education class: either coeducational class or non-coed classes. One such study by Treanor, Graber, Housner and Wiegand (1998) asked students at the end of the year following both coeducational and single classes what they preferred. They found that students tended to favor same sex classes over the coeducational classes. However, the note was made from Treanor, et al. (1998) that their results alone could not conclude that same-sex classes are best for middle school physical education. Reasons given by the students for why they preferred single sex classes included more practice time, better behavior, better competition, and less fear of injury. The results of Treanor, et al. were supported by findings of Lirggs (1994) and Derry (2002). In Lirgg's 10-week basketball study it was documented that both males and female middle school student's preferred same-sex physical education. In Derry's research it was reported an overwhelming 75% of students studied stated they prefer a single-sex class. Also, in Derry's research she found that 84% of girls that were already in single-sex classes said they would want to continue in that same environment over having to participate in coed physical education.

As children age they are developing less into physically active adolescents and more into inactive adolescents. The problem has been documented to be most prevalent among preadolescent and adolescent girls (Hannon & Ratliff, 2005; as cited in Sallis, Prochaska, & Taylor 2000; as cited in Sarkin, McKenzie, & Sallis, 1997). Results have shown the proportion of girls who were active decreased from 31% in 9th grade to 17% in 12th grade (Hannon & Ratliffe). Similar results were shown in Treanor, et al. (1998) study which found "males maintained a relatively high level of 'liking' physical education across three grades of middle school; they had a mean of 3.31 in the sixth grade to a mean of 3.19 in the eighth grade. On the other hand, females exhibited a disturbing drop from a mean rating of 3.1 in the sixth grade to 2.48 in the ninth grade, a decrease of 21%." Felton, et al. (2005) also found that only 67% of ninth grade girls and 45% of 12th grade girls reported participating in vigorous physical activity for 20 minutes three or more days per week.

The question now needs to be addressed, what do females dislike about physical education in middle school and high school that is leading to such huge drops in participating in physical activity? It has been hypothesized that the perceived lack of physical activity could be related to unpleasant experiences in the physical education setting (Hannon & Ratliffe, 2005). Research has also indicated that this is particularly true among adolescent females in coeducational physical education classes (Hannon & Ratliffe; Osborne, et al. 2002).

Adolescence, a time of dramatic change, is one of the most difficult times in the life of a young girl (Whitlock, 2008). It represents a dynamic, developmental period when girls make important choices about life-style behaviors, including diets,

physical activity, sexual activity, tobacco use, alcohol, and other drugs that can influence their health and well being throughout adulthood (Whitlock; The Office of Women's Health, 2004). Developmental changes which are often traumatic for young adolescent females are problematic because of hurtful comments and incidents of sexual harassment which occur within many coeducation environments (Derry & Phillips, 2004; as cited in Garcia, 1994; Griffin, 1983, 1984; Lee, Carter, & Xiang, 1995; Pipher, 1994; Sadker & Sadker 1994; The Wellesley College Center for Research on Women, 1992). One girl in Olafson's (2002) stated, "like they don't know the emotional pain they cause when they call you bad names." The student was referring to male peers in their coeducational physical education class.

Olafson (2002) found that girls stated they skip physical education because they feel that it's totally embarrassing. Two students in Olafson study reported that "boys they insult you and say mean stuff. The boys... they have a big mouth. "Like they started commenting on our chest in grade six." In order to prevent having to take part in any class activities, Olafson found girls to have developed several different ways to get out of participating in coed physical education. These included such things are skipping class, having a parent write a note to be excused from class, disappearing into the change room after attendance had been taken, or simply refusing to change into gym clothes (Olafson). In addition to making comments on their female peer's body type, male students have been found to have a tendency to put girls down. Constantinou, Manson, & Silverman's (2009) research found girls reporting that boys belittle girls and show very little respect for girls' abilities. For example it was found that they yell out 'you stink,' but they usually won't say it to their guy friends (Constantinou, et al.).

Self-esteem as defined by Eriksson, Nordqvist, & Rasmussen (2008) is how much someone likes himself or herself as a person. Debate, Gabriel, Zwald, Huberty, & Zhang (2009) continued to define self-esteem as a construct that comprises believing in oneself, feeling good about oneself, and valuing oneself. Research regarding the association between self-esteem and physical activity has suggested girls' self esteem influences participation in physical activity (Debate, et al.).

One issue that has always been a factor in adolescent girls self esteem being either positive or negative is a girl's body size and type of body they have. "I avoid certain activities at school because of the way I feel about my body" was reported by one female student (Olafson, 2002). In coeducational classes girls have been found to put more pressure on themselves in order to have that perceived perfect body type and imagine. Females were found to compare their bodies to perfected images that have become dominant reality; participants were also subject to the evaluative gazes of their peers (Olafson; as cited in Bartky 1990). For example, "girls are expected to be graceful, always in control, be able to do basically everything. Even if a girl gets a red face from running too much, they're expected to be calm and be able to look good all the time," (Olafson). It was continued that if you do have a red sweaty face, the guys are like, "Ooh yuck! What have you been doing?" (Olafson)

Besides girls not wanting to be criticized for the way they look in physical education by their male peers it has been found that

the competitive nature and size of boys is another turn off for girls in coeducation physical education. Derry (2002) found that boys', controlling the activity environment, was causing girls to decrease their levels of participation in class. In coed classes girls have made note that boys have the tendency to take over class. For example, "Sometimes the guys don't pass to you like they should. They think, since they're guys and you're girls, that the girls aren't good at anything," (Derry) Koca's (2009) study found a similar theme in which female students said "I do not want to play with boys in PE. For example, if you want to play volleyball with boys, you will not have a chance to touch the ball." In addition male students said "Football? Basketball? I can't imagine playing with girls. Girls are always complaining about something in PE. I think they are not suitable for activities that are rough and competitive" (Koca).

Additionally, the physical size and strength differences of boys as well as their more competitive and aggressive style intimidated many girls in coed physical education environments (Derry, 2002). Constantinou, et al. (2009) found that many girls identified themselves as "athletic" and "competitive." In which female students who were athletic did enjoy a coed environment because they said it made physical education more interesting and fun (Constantinou et al.). A similar finding was found by Olafson (2002) who found that several female students admitted that they enjoyed physical activity. The question asked by Olafson then is something amiss when physically active girls refuse to participate in physical education classes?

In physical education there is an open environment where each child's abilities is on display for their peers to evaluate them (Derry & Phillips, 2004; as cited in Kunesh et al., 1992). Derry & Phillips cited (Monagen's, 1983) research that identified a difference in playing styles for girls and boys, and that the interaction styles of girls and boys were often incompatible in the physical education environment during game play. Results were found that girls would give away their turns or equipment to appease the more aggressive nature of boys which results in girls receiving less engaged skill learning (Derry & Phillips; as cited in Garcia, 1994). Why would girls so freely just want to give up their equipment and turns to boys when in coed physical education classes?

In Constantinou, et al. (2009) research found that girls participation in and attitude toward physical education was influenced by their peer's. Girls stated they were annoyed when boys became too competitive and neglected to see physical education as a participatory and learning experience (Constantinou, et al.). "Oh, they're obnoxious sometimes, and they don't follow the rules as well as the girls do, and like don't listen...just get out of line sometimes. They get too competitive, and it's not fun. They get all mad when they lose. It's not fun...it's just a game! You want to be competitive but not too much" (Constantinou, et al.). This was similar to findings by Osborne, et al. (2002) who reported that two out of six female students responded that males were less cooperative during coed physical education. A female student reported: "Sometimes they [boys] don't wanna cooperate. They just wanna run around and do their own thing" (Osborne, et al.)

There have been research findings that have shown the benefits of single-sex classes, but at the same time there have been several research reports which would support the idea that physical education should remain coeducational. When students were asked what they liked about coed physical education, an overriding theme was they were able to interact with the opposite gender (Osborne, et al. 2002). It was also reported that coed physical education may be more beneficial to all students because they are exposed to a variety of diverse ideas from both genders. However, a majority of student responses indicated that perhaps non-coed physical education has more advantages overall (Osborne, et al).

When given the opportunities to pick groups or partners when in a coeducational environment most girls and boys preferred to pick groups that were based along their gender lines. When female students were asked to comment on why this occurred, one student responded, "It just seems like they're more considerate because they know how you feel and they're more at your level. I'm more comfortable with girls than I am with guys, so I always look for a girl to be with," (Derry 2002)

Same-sex and coeducational physical education classes revealed quite different climates, and furthermore were perceived differently depending on gender (Lirgg, 1994). The issue that we as physical educators need to address is what environment is the best for our students. Clearly from the research provided here, it appears more studies need to be performed to find out which is truly the right way to group our students in physical education. To date no one research study has been able to say with 100% that there is a benefit to our students to continue coeducation teaching or advantage to move back into the single sex classes. What we can conclude is that if we are going to continue to teach in coeducation classes and our male students more welcoming to the girls participation in the activities. By providing our female students an environment that gives them more self confidence we can hopefully reverse the current trend of decreasing physical activity participation.

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Chad, Vicki, Fran, Dee, Henry at the 2010 AAHPERD Convention

Connecting Brain and Body With Games and Academics

Mark Pankau, Physical Educator, Guilford Elementary School

Connecting the brain and the body in our schools should be directed by the school Physical Educator. We are the natural link between the body and the brain since students simultaneously use both in our classes. The Physical Educator is the natural leader in promoting these activities. It is this person who should be taking the lead to show how movement anchors the daily classroom lesson. Twenty plus years of brain based research supports the move in this direction (Jensen, 2009). We have a golden opportunity to be on the cutting edge in education.

The following are actual school based programs that are currently being conducted. These programs are as much a public information program as they are academic enhancement. Will you accept the challenge? Will you be your school's educational leader?

Morning Announcements. As part of the Principal's daily, morning announcements every classroom does three Brain Gym® exercises: Thinking Caps, Hook Ups and Lazy 8's.

Thinking Caps stimulate the auditory brain center preparing the student to be a better listener.

Hook Ups are a cross lateral, deep breathing exercise to pump more oxygen into the brain, electrically stimulating both right and left brain hemispheres.

Lazy 8's are an eye muscle stretching exercise used to warm the eye socket muscles, which have been found to improve reading speed. A current research project is underway to see if the faster reading speed also equates to improved comprehension.

Physical Education Class Warm Ups. Following the daily warm ups prior to Physical Education class activity, students perform the three Brain Gym® exercises described above. The instructor periodically reminds students of the exercise value for reinforcement. The value in Physical Education class is the same value these exercises serve in the classroom. We want good listeners, a whole brain and loose eye muscles for improved peripheral vision.

SOL Test Warm Ups. This is a powerful promotion tool for Physical Educators. As school administrators struggle to meet Annual Yearly Progress (AYP) and raise test scores this is a brilliant addition to the school wide effort. And it places the Physical Educator in the spotlight as an academic leader.

On the morning of a grade level test, all classes come to the gym at 8:00 a.m. for a thirty minute brain/body warm up. My school has three to four classes per grade level. Four stations are set up in the gym. Each activity station lasts five minutes, with rotations between the stations. At the end of 20 minutes all activity is complete. High beat music is played during the 20 minutes. The outside perimeter stations are power walking laps, with two classes beginning here, one at the north corner and one at the south corner. The other two stations are located on each half of

the gym floor, divided by the center line. These activities change every time this grade level returns for another test day. Activities can range from jumping single ropes, juggling, scooter activities, partner toss and catch. No one ever stands still.

At the end of the twenty minutes of activity stations the students participate in the final five minute relaxation phase. Students are invited to sit or lie down, but eyes must be closed. This prevents some students from acting up or disturbing others nearby, and better insures they are relaxing. Slow beat music is played for the final five minute phase. Slow beat music allows for greater relaxation. There has been much written about the Mozart Effect (O'Donnell, 2009) on the brain, however, I believe any music that has low beats per minute achieves the same calming effect for this activity. With 3-5 minutes remaining the students spread out on the gym floor and begin their three brain exercises (listed above) when instructed.

This completes the 30 minute SOL Warm Up class. Students are then dismissed to their teacher for a water and restroom break before their test begins. The results have been so positive classroom teachers are asking for a similar program for other required grade level tests.

Brains on the Web. My school's web page is loaded with all sorts of information and links to inform parents and students. There are P.E. Newsletters, which also appear in the monthly printed school newsletter. The Physical Education program is the only Special that appears in each monthly issue. As importantly, there is a Brain News column and a Nutrition News column linking the importance of the brain and body. With our diverse school population the news appears in English and Spanish.

e-Brain News. I research and produce this free newsletter that goes out to teachers. Besides the entire school staff, it goes to county administrators, as well as, educators and administrators across the United States. Wherever I have given brain based learning presentations those attendees are invited to give their e-mail address to be placed on the receiving list. Would you like to be on the list? Send me your e-mail address.

While much of the information is classroom related, it is important for the Physical Educator to remember they should be the key player, the center of the school universe if you will, for disseminating and teaching about this connection. Almost none of us have had any formal education in the brain field, so this is a golden opportunity for the Physical Educator to show that their program is just as necessary as the other core academic subjects. We must teach the classroom teachers and administrators. Movement is a new method of anchoring their classroom learning.

County and School Presentations. One year a colleague and I were invited to present to all the elementary school Principals. I sold my Principal so many times he arranged for the presentation with the county supervisor for elementary education. Again, few of these folks knew much about the human brain and how the cur-

rent knowledge base could support them and their staff in teaching children. We definitely had their attention! From that meeting several invitations have come from other Principals to present to school teacher in-services.

We presented to both general education and physical education teacher county-wide fall teacher in-service meetings. We have presented to over 200 county summer school teachers in April 2009. The county supervisor for this group heard us speak at the elementary principal's meeting.

A Physical Educator at a large middle school convinced her Principal to have me present the SOL program to his administrative staff.

Staff Development sessions have been given every few years to both update returning staff and initially inform new staff. This year I am presenting at each monthly staff meeting.

Public Information. The SOL Brain Warm Ups have been featured on the county web page, with pictures and articles in both local papers and the Washington Post Newspaper. The key is for the Physical Educator to literally brain storm (defined as a Transitory Agitation of the Mind) every possible way to sell the brain/body connection. I have yet to meet a teacher or administrator who is not receptive to wanting to improve a child's ability to learn. Never before has our opportunity been so strong as to be the educational leader.

Brain Research. Two approved research projects have been conducted and a third is underway at my school. The research question is can an eye muscle exercise (Lazy 8) improve reading skills? The first year one class of 24 students was selected for the research study. I met with each of the nine students individually before school (7:50 a.m. upon arrival) and sat with each one in the hall outside their classroom. The classroom teacher gave them an appropriate reading level book based on their tested reading level from the Developmental Reading Assessment series (DRA). Students were instructed to read aloud for one minute. I used a stop watch and a Running Record Form to record the total words read aloud in one minute. Students were instructed to skip over words they could not pronounce. At the end of the timed minute they performed a series of Lazy 8's.

Beginning where they left off in the book they began to read aloud for another timed minute. In 100% of all reading trials (2 per student over the course of about two months) every student improved the number of words read per minute after the Lazy 8 exercise as compared to before the exercise.

The conclusion was that loosening the eye muscles allowed the eyes to flow more freely during reading. The second year the study was replicated using one class per grade level, 22-25 students, to check for consistency over a range of ages and reading abilities. Again, similar improvements were achieved when comparing the first and second readings. The range of words per minute were from the high teens to the high fifty words per minute. The aver-

age was approximately 25 words per minute increase after the Lazy 8 exercise.

The 2009-10 study takes another step forward by also checking for comprehension of what is read faster. The principal has been an integral part in the design, which includes one of the school Reading Specialists. This year a select group of nine "Struggling Readers" in grades three and four make up the study group. The Physical Educator and Reading Specialist are working together with these students once a week before the morning bell. The Lazy 8 exercise will be used again along with a set of comprehension checking questions the student will be asked at the end of the reading passage.

Loudoun County Public Schools has a Research Office. One of the provisions of this office is to offer approved, guided teacher research. Monthly meetings are held to assist teachers as they set up and conduct their research. The Research Office must approve all such research studies on children. Recertification points are also awarded to the teacher researcher. Each spring the Loudoun County Teacher Researchers are invited to attend and present at the annual Fairfax Teacher Researcher Conference.

Summary

Can you see the important role the Physical Educator can play in the connection of the brain and body throughout the school? You are urged to take on this role, to promote Physical Education as the core to the core.

Could your county use a teacher in-service on brain based learning? As another means of advancing the research and including movement activities into the core curriculum, present this information to administrators in your school and your county. They would include not only the HPE supervisor, but the administrator in charge of elementary education, summer school teachers, or even the administrator in charge of principals.

Keep in mind all of these activities did not happen overnight. Selling sometimes surfaces skepticism at worst, and curiosity at best. Small bites make for better digestion, so pick one of the ideas listed here and give it a try. The author strongly recommends the SOL Brain Warm Up for the greatest initial impact in your school. With the abundant amount of brain research available to support our curriculum, it is my opinion that it is time to re-write the elementary P.E. curriculum to include integrated movement activities that helps anchor the core subjects. We are in the brain business, and we now have the research that shows movement is important to all learning. Anchor away!

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Stand on Capitol Hill

Mary Ann Laverty, Ph.D., Director of Dance, Woodside High School, Center for Arts and Communication

Advocating for the Arts on Capital Hill was one of the most empowering events of my life. Realizing that your voice is powerful and your representative actually takes your suggestions into consideration by co-sponsoring a bill is an exhilarating moment.

I attended the AAHPERD Emerging Leadership in Washington DC June 17-20, 2009. Representing all aspects of the AAHPERD organization and all of the states, the attendees were a powerful and energetic presence.

To prepare for the visit (aside from buying my first new suit in about twelve years), we were first instructed to contact our representative and schedule appointments for June 18th. The process was much easier than anticipated and I actually partnered up with two other Virginians, Henry Castelvechi and Vicki Miller, to present a more united front. Starting with Aryana Khalid, "staffer" for Senator Mark Warner, we basically held a round table discussion with concerns over increased budgeting for the Carol M. White Physical Education Program (PEP grants) and co-sponsorship for the Fit Kids Act that entails greater accountability in the schools for reporting on physical education methodology and practices. Being the only dance person in the group, it was easy to chime in about the vital need for continued support of arts in education. The beauty of the discussion was that we learned Senator Warner had actually written his own bill to start a foundation in which corporate sponsors could fund projects for physical activity and alternative movement options. I asked Aryana if the wording could be changed to include dance, making funding possible for dance programs in education. She said that was completely possible, so I am waiting for the magic to happen.

In our training for advocacy from AAPERD, we learned the proper conduct to approach and follow up with our representatives. AAHPERD had prepared advocacy packages to "leave behind" that outlined exactly what we were asking for. (AAHPERD has a very informative Advocacy Legislative Action Center on their web site that allows you to conduct research on your representatives: their educational background, how they have voted on specific bills, which bill they are co-sponsoring, etc.)

We were able to meet with all of our representative's "staffers". The process with Senator Webb and Representative Bobby Scott followed the approximate format as Senator Warner's. Some showed great interest in what we were teaching in the schools and how physical activity affected overall academic scores. Everyone agree that American children need to embrace a more active and healthy lifestyle to combat childhood obesity and insulin dependency. Henry Castelvechi was able to provide some concrete research statistics linking higher SOL (Standards of Learning) scores to physical activity.

I agreed with Sanja Korman's (2008 National Dance Educator of the Year, K-12) statement from her visit to the Capital last year: that more research is needed by dance educators to show the correlation of greater overall academic improvement when children are exposed to the arts, and dance in particular. We see the evidence in where I teach, the arts magnet high school, in which the magnet population is approximately one-third of the school. Out of five Newport News high schools, our high school has the highest SOL scores in the city, the highest graduation rate, the lowest behavioral infractions, and the lowest amount of absenteeism.

The follow up process began immediately with thank you e-mails. I was thrilled to receive responses from Aryana and Carolyn Hughes, Legislative Assistant to Bobby Scott. She informed us that Mr. Scott had now co-sponsored the Fit Kids Act. This is how democracy is supposed to work.

Overall, my visit to the Capital was an experience that I will always treasure. Now that I no longer find the process daunting, I hope I will have more opportunities to speak positively for my profession and passion. DANCE!

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Effects of the Tactical Games Approach on Student Engagement in a Sport Education Badminton Season

Susan B. Nye, PhD, Associate Professor, James Madison University

Introduction

Many high school physical education programs are deemed ineffective in providing skill mastery as teaching practices are not robust enough to engage students in skill learning (Stroot, 1994). Too many high school physical education programs are viewed as recreation periods where skill learning is not taught (Stroot, 1994). A challenge for teachers is to develop a program of activities, which can engage all students in skill learning.

Student engagement in appropriate practice can lead to skill acquisition in physical education (Hastie, 1998). Engagement requires the willingness of students to make the psychological investment required to comprehend and master knowledge and skills (Cothran & Ennis, 1998). Silverman (1985) argued that the characteristics of the student, setting, and the focus of the educational objectives play a key role in whether students become engaged and achieve at a given task. Engagement in a task can also be affected by a student's perception for the relevance or meaning of the task. A negative perception of the task could cause a student to become disengaged and/or alienated from the class (Carlson, 1995b; Cothran & Ennis, 1999).

The literature cites several strategies to increase engagement for students, particularly urban students. Some of these instructional strategies involve providing students' opportunities to make class decisions (Cothran & Ennis, 1998; Siedentop, 1994), use of smaller sided games (Griffin, Mitchell, & Oslin, 1997), and changing the organization and structure of the lesson (Rink, 1993).

Siedentop (1994) developed a curriculum model to promote interest and meaning in sport activities by having students participate as part of a team. The Sport Education model enables students to have more autonomy in class decisions. Mitchell and Chandler (1993) and Mitchell (1996) found when students have no voice in the decision making process, they find little meaning in the activities. During Sport Education seasons, students make decisions for their teams and are empowered to become "instructors" for their teams. "The Sport Education model attempts to readdress the inadequacies of the way sport has traditionally been incorporated into physical education, particularly the criticism that sport has become decontextualized" (Siedentop, Hastie, van der Mars, 2005, p. 7).

Hastie (1998) found increased student engagement in physical education could be accomplished using the Sport Education curriculum. During a Sport Education floor hockey unit, students were placed on teams for the entire season and they practiced and had formal competitions as members of a team. Members of the teams fulfilled roles such as captain, referee, and statistician in addition to playing floor hockey. Hastie (1998) found the girls enjoyed physical education because they perceived themselves as important members of their team. Data from interviews with the girls found they enjoyed floor hockey more now than in previous physical education classes. One reason for this increase in enjoyment, stemmed from having small teams in which everyone had to assist in learning the game. If one person did not understand how

to perform the skill then this would affect the team's performance. The girls liked that higher skilled players helped them learn the skills and did not make fun of them if they could not do something correctly. Overall, the girls found their sport education experience to be more appealing than previous physical education classes because of the camaraderie they experienced from being on a team. Carlson (1995a) found that low skilled players prospered by participating in a Sport Education netball unit. The team captains found that without all members of the team contributing it was harder to win the game. The captains encouraged low skilled players and as a result these players began to take responsibility for their performance. The low skilled players realized that by practicing and accepting coaching from classmates they could make contributions to the team (Carlson, 1995a).

Griffin, Mitchell, and Oslin (1997) advocate a tactical approach to teaching games to promote greater interest and meaning in games and improve game playing ability. The tactical games approach includes small sided games that foster greater participation among students because fewer students are playing any one game. Also, the tactical games approach allows for students to be in game play while learning the tactics of the game thereby eliminating repetitious drills. When students learn tactics through game-like situations, questions such as "why are we doing this" or "when can we play the game" can be eliminated (Griffin, Mitchell, & Oslin, 1997, p. 8).

Werner, Thorpe, and Bunker (1996) explained teaching games for understanding can assist in student understanding of games, help students be more independent, and improve their decision making skills during game play. Teachers who teach games with a tactical focus can provide a framework for students to break down and understand tactical problems in game play (Mitchell, 1996). For instance, teachers who select net games, such as tennis and badminton, can help students understand differences and similarities within these games. Students could explore differences between the height of the net and the type of equipment used and how these differences would affect the serve (Werner, Thorpe, & Bukner, 1996). The ultimate goal for teaching games for understanding is to have students in game-like situations that foster tactical awareness.

Cothran and Ennis (1998; 1999) provide suggestions on how urban students can be academically engaged. The suggestions include creating meaningful activities for students and developing positive relationships among students. One way to implement these suggestions is to design tournaments and festivals, which can be adapted from the Sport Education Curriculum, to generate interest and provide students reasons to participate. Through Sport Education, longer sessions and the creation of non-playing team roles enable students to develop affiliations to the activity. Another possibility to increase student engagement is by using the tactical games approach, which combines strategy with game play. The tactical games approach includes smaller sided games, which allows for more student interaction.

The purpose of this study was to observe the effects of a tactical games approach to games teaching during a Sport Education badminton season on engagement levels of urban secondary physical education students.

Methods

Setting and Participants. Elle and Mike, two veteran urban high school teachers, were selected for this study. (Pseudonyms are used for all names and places.) Elle's school, Elon High School (EHS), used a block schedule with classes lasting an hour and half. One of her ninth grade classes was chosen with 27 students in the class. The equipment for her class was an issue. Elle used a rope between wooden standards for four of the courts and on the other three courts volleyball nets were lowered between metal standards. The standards served as the out of bounds sideline and orange rubber discs were used for the end lines. There were enough racquets for each student but as the study progressed more and more of the racquets had broken strings. The shuttlecocks were also a problem. The birdies had red tips that would frequently pop off and the plastic feathers would split. Three separate times during the study Elle purchased shuttlecocks from her personal finances. Mike's school, Lexington High School (LHS), had classes lasting 45-minute in length. One of Mike's 10th grade classes was chosen with 26 students in the class. Management and equipment were key issues. Mike had half of the gymnasium and, as a result, only four badminton courts were available at any one time. The equipment for this unit was minimal. A rope was used as a net. The rope was stretched across the gymnasium and connected to the bleachers. During the study, pinnies that hung from the rope, separated the courts. Mike did have enough racquets for each student and plenty of shuttlecocks.

Data Collection. After IRB approval was granted, data collection began at the two schools. There were two systematic observation instruments used to collect data. First, the modified Academic Learning Time in Physical Education (ALT-PE) (Siedentop, Tousignant, & Parker, 1982) was used to measure student motor engagement. The On-Task Achievement for Nonplaying Roles (Hastie, 1996) was used to measure students' engagement in non playing roles during a sport education season. Data on student engagement were recorded as interval data. A 5-second observe and 5-second record interval using a partial interval coding protocol was followed (van der Mars, 1992). Since there were four target students, each student was observed every fourth minute. The data per lesson represent a percentage of the observed intervals that the target students were engaged in activity. At Elle's school, the badminton Sport Education season was taught for 12 days and data were collected for 10 of the 12 days. At Mike's school, the badminton season was taught over 14 sessions and data were collected for 11 of the 14 sessions. Teacher absences or school assemblies were the reasons for missing data.

Data were collected and categorized. The first category is overall involvement (OI), which was the combined time a student spent engaged in motor activity and in non playing roles or task-related engagement during each lesson. The second, motor engagement (ME) was the time when a student was actively participating in a badminton game. Finally, task-related engagement (TRE) was the time a student spent in a non playing role, such as keeping statistics or refereeing, during the badminton game. Each of these variables

was recorded for the students during their classes as a percent of the total class intervals.

Intervention. The intervention began after baseline data had been collected for three sessions at LHS and five sessions at EHS. The intervention used the tactical games approach to have students learn a specific skill and/or tactic while in game play. The skills and tactics used in these lessons were replicated from the Teaching Sport Concepts and Skills tactical teaching text by Griffin, Mitchell, and Oslin (1997). Each day a new skill and/or tactic was taught and by the end of the intervention the students had been instructed on a range of skills from an overhead clear to doubles strategy in badminton (see Table I).

| Lesson # | Skill Objective | Strategy or Tactic |
|----------|-------------------------------|--|
| 1 | Clearing the shuttlecock | Creating space by pushing the opponent back in the court |
| 2 | Drop Shot | Creating space by moving the opponent forward in the court |
| 3 | Low & high service | Attacking the short serve |
| 4 | Smash | Winning the point |
| 5 | Returning the drop shot smash | Defending against an attack |
| 6 | Front and Back offense | Attacking as a pair |
| 7 | Side to Side offense | Attacking as a pair |

Table I: The progression of badminton tasks and strategies from the first lesson of the intervention to the last lesson of the intervention.

The intervention package consisted of three components: structuring the tasks to focus on specific skill/tactic, shortening the time for each task, and playing smaller sided games. The organization of the tasks for each lesson was presented in a three-part format. At the beginning of each day, during the captain's meeting, each captain would receive a task sheet. The task sheet contained the objective of the lesson, rules of the game, and the time frame for the lesson's tasks. At the bottom of each task sheet were two or three questions concerning the tactical focus that the teams were to consider regarding their play.

The task sheet included a progression of tasks to learn a specific skill/tactic. The badminton skills/strategies for the intervention at both schools included the clear, low serve, drop shot, high serve, smash, and doubles strategy. Each lesson focused on a skill and a strategic element concerning the game of badminton. Spacing on the court and placement of shots were two of the strategies taught (see Table I).

The second component in the intervention package included shortening the time of the tasks. Shortening the time for each task was intended to keep students challenged and focused so they would not become bored with the task. For both schools, each task lasted five minutes and then students transitioned to a new task. For LHS, management was a key issue because of the limited space. The five-minute time limit per game was devised so every student would have multiple opportunities to play the game and also be a statistician or referee for their team.

The final component of the intervention was the use of small sided games. As part of the tactical games approach, students played half-court singles to learn some of the skills/strategies for

the day. With only four courts available, playing half-court singles allowed sixteen students to play at a time with eight statisticians and / or referees participating in non playing roles. The students could also learn strategy in groups of three, with two students playing the game and one student keeping statistics for that game.

Results

Descriptive statistics are presented for the students at Elon High School and Lexington High School for overall involvement, motor engagement, and task related engagement (see Table II). The table represents the average engagement levels of the target students for the three dependent variables.

| | BASELINE | | | INTERVENTION | | |
|---------------------|----------|----|-----|--------------|----|-----|
| | OI | ME | TRE | OI | ME | TRE |
| EHS Target Students | 26 | 26 | 0 | 57 | 46 | 11 |
| LHS Target Students | 24 | 24 | 0 | 70 | 57 | 13 |

Table II: Descriptive statistics for the average overall engagement for the Elon High School target students and the Lexington High School target students during baseline and intervention for overall involvement (OI), motor engagement (ME), and task related engagement (TRE).

There was an increase in engagement levels for the students at Elon High School. The average for the EHS target students showed an increase from baseline to intervention on all three dependent variables (see Table II). During baseline the EHS target students overall involvement averaged 26% of the intervals and increased to an average of 57% of the intervals during the intervention. The four target students' motor engagement improved from an average of 26% of the intervals during baseline to an average of 46% of the intervals for the intervention. The task related engagement increased from 0% of the intervals during baseline to an average of 11% of the intervals during the intervention.

Lexington High School target students increased their engagement rates on all three dependent variables (see Table II). During baseline, the overall involvement for LHS's target students averaged 24% of the intervals and increased to an average of 70% of the intervals during the intervention. The target students' motor engagement during baseline averaged 24% of the intervals and increased to 57% of the intervals during the intervention. The task related engagement also increased from an average of 0% of the intervals during baseline to 13% of the interval during the intervention.

Conclusion

Several conclusions regarding engagement can be drawn from the findings. First, lesson organization was a key component in maximizing student engagement levels at both schools. By organizing tasks, off-task behavior was reduced to minimal levels in both schools. The students at Elon and Lexington High Schools were instructed on different skills and tactics to play badminton. The skills and tactics were presented in a progressive order, with the easier skills introduced and taught before the more difficult ones. Gradually increasing the complexity of the task tends to motivate students to participate because they can stay challenged and do not feel overwhelmed.

The change in the lesson's organization for the LHS students

increased the students' engagement levels three fold from baseline to intervention. During baseline, the students used four courts with only eight of 26 students participating. The students rotated every five to eight minutes, however the rotation was inconsistent. Creating an efficient management or organizational system could lead to more time being allocated to skill acquisition and performance. During the intervention for the LHS students, every student played badminton for two of the three rounds of play and either referred or kept statistics when not playing.

Second, by having timed games (i.e. 5 minutes) more students were engaged in multiple roles, which included being a player, referee, or statistician. These multiple roles seemed to maintain student focus throughout the badminton lessons. At EHS, the males and females during the intervention had engagement rates of 60% and 53% of the intervals, respectively. At LHS, due to the limited space, the students maintained a five-minute time limit on the games to optimize play for all students. The five-minute games had students playing two to three games of badminton and keeping statistics during one rotation in the 45-minute lessons. Finally, by using the tactical games approach in combination with the sport education curriculum, more students became engaged in motor and/or task related activities. Small sided games led to more student involvement in the lesson at any given time and fewer students were sitting and waiting for their turn to participate. Also, badminton strategy was learned through small sided games within small teams instead of a whole class. The students at EHS performed small sided games with three to four member teams and the students at LHS had five member teams. These teams developed their skills and strategies together during team practice sessions. Because the teams were small, students were involved in either motor or task related engagement at all times.

Teaching Implications

The tactical games approach combined with the Sport Education Curriculum could be a technique used to increase student engagement. Since the organization and structure of the lesson was regarded as a key component in engaging students, it is necessary to focus on management and the delivery of clear instructions to students so they can manage their own practices efficiently. Both of these aspects go hand in hand when promoting student engagement. The tactical games approach in combination with the Sport Education Curriculum creates an opportunity for students to learn from the teacher and each other on tactics and skills within small sided game play. The students can learn from each other by working together on teams, developing their skills and strategies in game-like situations. These games can be adapted to meet all students needs, and enable them to become apart of the decision making process.

Carlson (1995b) and Cothran and Ennis (1998, 1999) both suggested that meaning or relevance of the activity for students is an important consideration as teachers try to increase the engagement of their students. Developing a team concept, which is part of the Sport Education Curriculum, provides students with roles and responsibilities within their team. Furthermore, small sided games could generate more student interactions and reduce feelings of isolation or alienation from the game and their classmates. In addition, many teachers can maximize their activity space, even if they have access to only half of the gymnasium, by using small

sided games. Small sided games allow students to learn strategy and participate in developmentally appropriate games. Also, small sided games can increase opportunities for student participation in a game context. However, only so many small sided games can be played at one time in a limited space, therefore the use of non playing roles sustains student interactions and understanding of the game when not playing.

Another implication for teachers is the design of progressive tasks. Both Sport Education and the tactical games approach encourage teachers to align games with the students' abilities thereby enabling students to remain challenged and interested in the task. Teachers can modify a given task to meet the needs of all students.

In summary, maintaining student engagement is an important component of physical education. It is particularly challenging to encourage students to be engaged at the high school level. For this study, the combination of the tactical games approach with sport education improved student engagement in two urban high school classes. This combination could provide teachers with one solution to increasing engagement of urban high school students.

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Virginia State University Partnerships Shift Nascar Events to Higher Gear

Leon Wright Bey, Professor; Bridgett Robertson, Professor; Jonathan Young, Major Gifts Officer; Naleli Murry, Senior Student; Curtis Walker, Junior Student - Virginia State University

In much the same vein as “fans, drivers, teams, sponsors, and others” combine “to make” NASCAR “one of the most exciting sports in the world,” (NASCAR FAN GUIDE 2008), a wide variety of motor sports professionals and Virginia State University (VSU) entities united to feature the recent engine-racing, heart-thumping, foot-patting 2009 NASCAR College Tour that was held on the campus of VSU. That occasion marked the second consecutive year that VSU sought to keep pace with NASCAR’s diversity thrust by hosting an exhilarating NASCAR event. Held last September in conjunction with a NASCAR race weekend at Richmond International Raceway (RIR), its new two-day format represented an expansion of its 2008 forerunner.

Several departments at VSU came together in an effort to support NASCAR’s commitment “to making the sport on and off the racetrack look like America” (NASCAR FAN GUIDE 2008). The Health, Physical Education, Recreation & Dance Department and the newly formed Department of Mass Communications, both members of the School of Liberal Arts & Education, in conjunction with Student Activities and the VSU Office of Development, all took the lead in accommodating two action-packed days of scholarly competition, networking opportunities, educational enlightenment, and entertainment.

The Tour provided particularly unique opportunities for students to gain hands-on experiences. Students in each department worked harmoniously to help ensure the event was well planned, promoted, and executed. Through collaboration with their peers and faculty mentors, they gained unique practical experience by assisting with the strategic planning, marketing, facility management, recruitment, and other aspects of the Tour.

On the first day of the Tour, hundreds of students were also afforded an opportunity to engage in a unique event. Led by their faculty, over 60 teams (comprised of students from various VSU Departments) raced to a large auditorium in Virginia Hall to participate in “ThinkFast,” a challenging academic and pop culture game show, for a chance to win a \$2,000.00 scholarship that was provided by NASCAR via the VSU Office of Development.

The level of excitement and energy “brought down the house” as students feverishly clicked remote devices while responding to questions posed by a “Hollywood-styled” game show host. The eventual winners were students from VSU’s School of Business.

“Participating in the NASCAR activities was a great experience for me. I enjoyed myself at all of the activities. For me it was fun and informative at the same time. At the ThinkFast Game Show I enjoyed having fun with peers as well as learning facts about NASCAR. The chance to win \$2000.00 was also exciting and made the activity even more fun,” said Naleli Murry a VSU public relations student intern.

Upon arrival to the student activities building, Forster Hall, spectators were able to get a close look at an actual race car, manipulate miniature cars on a special remote control racetrack, visit a special area under a tent that displayed NASCAR paraphernalia, and/or enjoy the music that was played by DJ’s. Some of these fans even took home prizes that they won during a raffle that was sponsored by NASCAR.

The first day ended with invited guests from the community and other universities and members of the VSU family walking away in apparent amazement about this spectacular array of NASCAR events that they had witnessed “on the yard” at VSU. The second day was equally amazing.

On day two of the Tour, a huge number of students and other onlookers attended a NASCAR Symposium to learn more about the nature of the sport and its career opportunities and to network with key NASCAR representatives. The NASCAR panelists included: Brandon Thompson, former Senior Executive, Diversity Affairs, NASCAR; Todd Ervin, former Senior Director of Brand Strategy and Market Insights, International Speedway Corporation; Corey Wynn, Senior Account Manager, Roush-Fenway Racing; Krystal Shipp, Manager, Western Region Media Outreach, NASCAR; and Arionne Allen, 2009 NASCAR Diversity Internship Program Recipient. Following the enlightening Symposium, many students, faculty, administrators, and other individuals had opportunities to network with the panelists during a special reception.

“Opportunities like those presented by this event heighten our students’ awareness of NASCAR and its career paths, enrich the quality of educational experiences provided by our faculty at VSU, and enable our students to witness the intersection of theory and practice by gaining direct access to key leaders in the motor sports industry,” said Dr. Andrew Kanu, Interim Dean of VSU’s School of Liberal Arts and Education.

Additional networking opportunities were provided for two students, Alyssa Winston, a Mass Communications sophomore and Esteban Barrett, who recently earned his Master of Science Degree in Sport Management. Both students were selected to participate in a weekend-long NASCAR internship during a major race weekend at Richmond International Raceway (RIR) during the two days (Friday and Saturday) that followed the on-campus events. This mentorship program is one of the many ongoing diversity initiatives that NASCAR has created for students to embrace. This exciting experience proved to be very beneficial as these students were able to meet and work closely with industry professionals in many areas of the sport including marketing, event management, competition, public relations, business development, television, and radio.

In addition to the internships that they had garnered, these students were special guests of NASCAR during the weekend races at RIR. Such opportunities afforded increased opportunities to expand their knowledge of NASCAR, sharpen their networking skills, and serve as ambassadors for their academic programs. Their prominence was easily recognized by VSU students and faculty who, as guests of NASCAR, attended the Friday night race at RIR.

The success of the aforementioned events can be attributed to the great support which was provided by members of the VSU administration including, but not limited to, Dr. Weldon Hill, Interim Vice President for Academic Affairs; Mr. Cortez Dial, Chief of Staff; Dr. Andrew Kanu, Interim Dean of the School of Liberal Arts and Education; Dr. Serena Reese, HPERD Department Chair; Dr. Ishmail Conway, Chair of the Mass Communications

Department; Mr. Jonathan Young, Major Gifts Officer, Office of Development; Mr. Billy Taylor, Campus Community Outreach Coordinator; motor sports officials; and alliances formed with a wide variety of other individuals. It may also be traced to the partnerships that were formed between VSU's talented students who reside in different departments.

For example, VSU Mass Communications Intern, Murry, whose focus is public relations, used her creative talents to design a tool that was widely used as part of the campaign to promote the activities in the college community. Her colleague, Curtis Walker, President of the HPERD/Sport Management Majors Club, was responsible for delegating responsibilities to the members of his organization (e.g., facility management tasks) and assisting with duties associated with the planning, organizing, staffing, controlling, and evaluation of the entire event.

The collaboration between Walker, a junior who is studying sport management, Murry, and their peers, underscores the heights that can be achieved when a selfless team-oriented approach is used to stage events. Students played "a critical role in the marketing of the events and the recruitment of students to participate in the game show that was called ThinkFast" said Walker. "An important lesson that was learned was the power of teamwork. Throughout the history of Virginia State University, teamwork has led this institution to success. Each time the school made a breakthrough in its history, it was certain that it was for the betterment of each department, its faculty, and its students," he continued.

"Studying and developing interaction across majors is vitally important for a rich liberal arts education and for our students.



Today's media is grounded by supporting sports marketing at all levels and our students need to be exposed to the opportunities. NASCAR opens up major media opportunities for our students which are vitally important in enhancing major media market diversity and access to diverse populations for NASCAR," said Conway.

The authors, who helped to facilitate the aforementioned activities, hereby express their gratitude for all of the support they received for the NASCAR College Tour and related events.

Reference

NASCAR FAN GUIDE 2008

President's Message *continued from page 5*

programs, similar to the SHIPP program in Wmsbg- James City County (Jeannie Trainum). Heather Board, VDH, is also providing mini-grants for bicycle programs. Please check out our grants program on our VAHPERD website. Walk 4 Life has also partnered with VAHPERD to award a trip to AAHPERD next year. Mark Luckingbill (ING) and VAHPERD's Chad Triolet "presented" at the AAHPERD National Convention sharing ideas for running programs and grant opportunities. ING has launched a new awards program that will provide (60) \$2,000 grants to schools that desire to establish a school-based running program or expand an existing one. ING is expanding its efforts to help fight childhood obesity and introduce kids to the benefits of running, a habit of physical fitness and healthy lifestyle choices through the ING Run For Something Better School Awards Program in partnership with the National Association for Sport and Physical Education (NASPE). Go to: www.ing.us. Also, check out Michelle Obama's "Let's Move" website for ideas, programs and funding. Governor McDonnell's wife, Maureen McDonnell, will be the Honorary Chair for the "Weight of the State" Childhood Obesity convention in Richmond on May 17th-18th. This will be another opportunity for VAHPERD to advocate for quality health and physical education. There are a lot of grant opportunities, mentors, and programs that want to help our profession.

Please take advantage.

VAHPERD leadership teams have "reached out" to those in need through education and mini workshops. Special THANKS to Terry Gooding (OHPEP), Rodney Williams, and other VAHPERD members for "presenting" and sharing ideas, equipment, and lesson plans. We have also been preparing for our convention in VA Beach at the Founders Inn: November 12-14, 2010. We are using the feedback from last year's convention to make this convention "the best"! We have a lot of great state and national presenters, "corporate partners" and vendors that will enhance our HPE curriculum, programs and extra curricular activities. I have a few suggestions for you to "pay it forward" for our profession: write articles for the Virginia Journal, share lesson plans, photos and videos for our VAHPERD website, talk to parents, school boards, local & state government leaders, and get involved in VAHPERD leadership. If you have skills and abilities, and I know you do, reach out to others and share those gifts. If you are in need of help, reach out to your professional organization. What can we do to help? Thanks again for your support. I look forward to seeing you in November! Remember, the future of VAHPERD is in your hands!

Sincerely, Vicki

Physical Education for the Elderly

Shannon Hardwicke, PhD Physical Education and Health, Ferrum College and

Margaret Sproule, PhD Exercise, Sport and Health Education, Radford University

INTRODUCTION

It is never too late to benefit from physical activity. Research has shown that senior citizens, like their younger counterparts, can experience marked physical improvements with regular physical activity. Not only can seniors benefit physically but emotionally and mentally as well. Physical activity has been shown to improve such mental health indicators as self-esteem, perception of worth, sense of belonging, and feelings of independence among individuals (Knapen and et al, 2005) . Less understood are the implications of physical activity in the frail elderly, particularly among those elderly who are living in a residential setting.

OBJECTIVES

Young at Heart (YAH!) is a physical activity and social support intervention program for senior citizens living in a nursing-home environment in Southwest, VA. This multi-faceted project was created with the following goals in mind: (1) to provide regular physical activity to an underserved, frail elderly population, (2) to allow exercise science students at Radford University the opportunity to work directly with an elderly population, and (3) to determine the effects of regular physical activity on this elderly population.

METHODS

Directly following IRB approval the YAH! Program included initial physical activity appraisals and readiness questionnaires, a social support for exercise appraisal, a satisfaction with life inventory, small group exercise sessions, incentives to encourage physical activity, and mid-point and final evaluations. The intervention was held two days per week during the resident's recreational activity period. Professors and nursing home staff provided six hours of hands on training to prepare students for exercise sessions with participating residents. The sessions included such activities as seated exercise, resistance training with exercise equipment, flexibility and balance work, and group games. Furthermore, residents participated in an incentive program which tracked their individual performance, provided an indicator of personal improvements, and rewarded them for being active.

RATIONALE

The rationale for the YAH program stems from research on the medical and technological advances which have given us insight into the aging process. Much of the disease and disability once attributed solely to the process of aging is more often a function of personal habits, such as limited physical activity As Walter Bortz (2007) comments in his book, *We Live Too Short and Die Too Long*, "An unused engine rusts. A still stream stagnates. An untended garden tangles. Much of what we pass as age is disuse."

RESULTS

Strength, endurance, flexibility, and mobility are foundations of health that are crucial as people age. These factors not only decrease the incidence of various disease states but perhaps more importantly, they help preserve individual independence and quality of life.

Exercise also provides numerous psychosocial benefits for an aging population. These benefits include "positive changes in self-perception and well-being improvement in self-confidence; positive changes in mood; relief of tension; relief of tension; reduction of depression and anxiety; increased alertness and clear-thinking; and development of positive coping strategies." (Kravitz, and Robergs, n.d.).

Another area strongly related to the health and fitness of older adults is social support. Research indicates that older adults who exercise in groups have more social contacts (McReynolds and Rossen, 2004). It is important in the aging population that social contact be maintained and increased in order to ensure emotional well being. McReynolds and Rossen note that, "Successful aging has been defined as one's ability to maintain a physically healthy state, mental and physical functioning, and social engagement" (2004).

In addition to the physical, mental and emotional benefits derived from physical activity itself are the potential benefits due to the interaction between the residents and the college students. Numerous studies show the benefits of intergenerational interactions not only for younger generations, but also for older adults. Some research suggests older adults who are involved in intergenerational activities feel happier than other older adults. Some studies also suggested that increasing physical, cognitive, and social activity through intergenerational programs might help improve health for an aging population and improve educational learning for children (Chen, 1993)

After positioning the students in the assisted living facility we found the program produced benefits for both the college students and the residents. One of the students in the course, Daniel Reece commented, "My experience working with the patients at the Radford Rehabilitation Clinic was both rewarding and insightful. It was such a satisfying feeling to know that I had a positive impact on the lives of these individuals, even if it was only for a short time. Before my experience at the Radford Rehabilitation Clinic, I possessed only a theoretical knowledge of the dynamics involved in working with the elderly population. Through completing this assignment, however, I was afforded invaluable practical experience that couldn't have been attained otherwise. For example, I learned a great deal about the physical limitations of seniors. To truly be knowledgeable about the exercise program requirement and considerations of this population, an individual much witness first-hand how they react to exercise. My experience completing this assignment offered me that experience. Since I am currently completing a cardiac rehabilitation

internship, this knowledge has become an invaluable asset to me as the majority of the patients I interact with belong to the aging population. I suggest that any student who wishes to become a knowledgeable and competent fitness professional take this experience seriously. There is much that can be learned from this assignment, and it has become a tremendous aid to me as I pursue my own educational and professional goals”.

In terms of physical indicators the participants showed overall observational improvements in grip strength and flexibility. The charts below shows the raw data for grip strength from the pretest completed in fall of 2008 and posttest completed spring 2009. Grip strength results showed that eight out of nine participants improved strength in both their left and right hands. Having sufficient strength in the upper body is crucial for this population. The majority of the participants are mobile with the use of wheelchairs. Some use their feet to “walk” the chairs, but most rely on their hands and arms to wheel themselves.

Table 1
Grip Strength Measures Fall 2008- versus Spring 2009

| Participant | Pretest | | Post Test | |
|-------------|-----------|------------|-----------|------------|
| | Left Hand | Right Hand | Left Hand | Right Hand |
| 1 | 16 | 21 | 19 | 18 |
| 2 | 13 | 20 | 20 | 21 |
| 3 | 10 | 12 | 20 | 18 |
| 4 | 23 | 30 | 31 | 33 |
| 5 | 14 | 19 | 22 | 22 |
| 6 | 20 | 23 | 19 | 20 |
| 7 | 19 | 24 | 22 | 26 |
| 8 | 19 | 19 | 24 | 23 |
| 9 | 13 | 13 | 16 | 15 |

Note: All participants are right-hand dominant except for “S9.” who is left-hand dominant.

Perhaps more important than the actual data are the personal improvements noted by the YAH participants. Franklin reported, “After attending YAH for several weeks he now feels more mobile and flexible. It really made a difference. This is a great way to begin an exercise regimen.” Lorene commented, “I feel more ‘together’ now, and, boy is it fun!”

In terms of mental and emotional indicators, the “Satisfaction with Life” and “Social Support for Exercise” appraisals showed little change from pretest to posttest. While improvements were anticipated in these areas, it is possible that the questionnaires used did not adequately measure indicators for this population. There was some anecdotal evidence for improvements in mental and emotional well-being, however. The visiting sister of one of the participants commented that “Glouria is much happier when I visit now. She loves these exercise classes.” The facility’s Activity Director also commented that the YAH participants “truly look forward to the classes. They always ask when the students are coming in to teach exercise!”

CONCLUSION

In conclusion, physical activity for the residential elderly has the potential to be successful in many areas. The Young at Heart program has helped this elderly population improve strength, flexibility, and well-being. It has provided them with opportunities for social engagement. It has also allowed our students to facilitate the activity sessions; thus improving their learning experience and enhancing the participants’ motivation and morale.



Participants at Radford Nursing and Rehabilitation Facility

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Guidelines for Manuscript Submission - (Revised Spring 2010)

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 and fall issues are January 15th and July 15th respectively. Manuscripts should be sent to Dr. Michael Moore, TVJ editor, by email in an attached WORD document. Each e-mail attachment should not be greater than 4 MB. 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 ½ 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.

Any research involving human subjects must have Institutional Review Board (IRB) approval before a review can take place. A PDF copy of the letter must be submitted with each manuscript. If IRB approval was not granted and TVJ editor doesn't have a copy of the approval letter, the manuscript will not be published. Please check with your institution or school for IRB details.

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).
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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 embedded within 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, the manuscript is poorly written or if human subjects were used in your research and IRB approval was not obtained and provided to TVJ Editor. 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 presidentelect 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.



Upbeat music and the laughter of students greeted visitors as they approached the school gym. As they got nearer a low whirring noise could be heard like waves of race cars on a speedway. Inside the gym were dozens of students with smiling faces cruising round and round the gym, reveling on skates. Schools have teamed up with Skatetime School Programs® to bring an exciting and innovative Physical Education program to their students learning basic skating skills during regular gym class right on the gym floor. Skatetime® has been teaching students to skate, promoting safety and providing quality skating programs to schools for over 15 years offering 5 to 10 day skating units with little or no additional cost to school budgets. Call now to add skating to your lifetime sports programs.

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AND



VAHPERD/RU ESHE summer workshop will be held on **Saturday, August 21, 2010 at Radford University's, Peters Hall**. The RU ESHE Department will host the event and provide the space for the workshop. The workshop will begin with registration and sign-in between 8:30 - 9:00 a.m. Registration is also offered on the VAHPERD web page at www.vahperd.org. The workshop will **begin at 9:00 a.m. and end at 3:30 p.m.** A box lunch is included in the registration fee. **A one year VAHPERD membership is also included as part of the registration.** The fee for the workshop is \$35.00. At the end of the workshop a certificate of participation will be given for recertification points.

Information will be going out to key contact people and Superintendents of all school divisions in southwestern Virginia prior to the end of the school year. If you are interested in attending, please email Susan M. Miller at Radford University (smiller64@radford.edu) so information can be sent to you regarding the workshop.

Registration fee: \$35.00

Workshops will be offered with **K-5, 6-8 and 9-12 emphases**, so there will be something offered for everyone regardless of the teaching level. Each year the committee tries to introduce a new idea or activity. Books from Human Kinetics will be given as door prizes.



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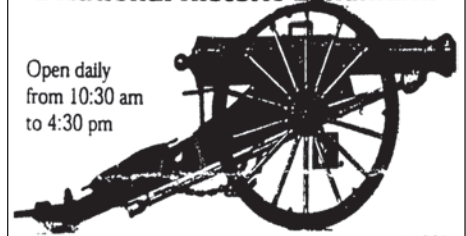
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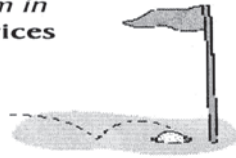
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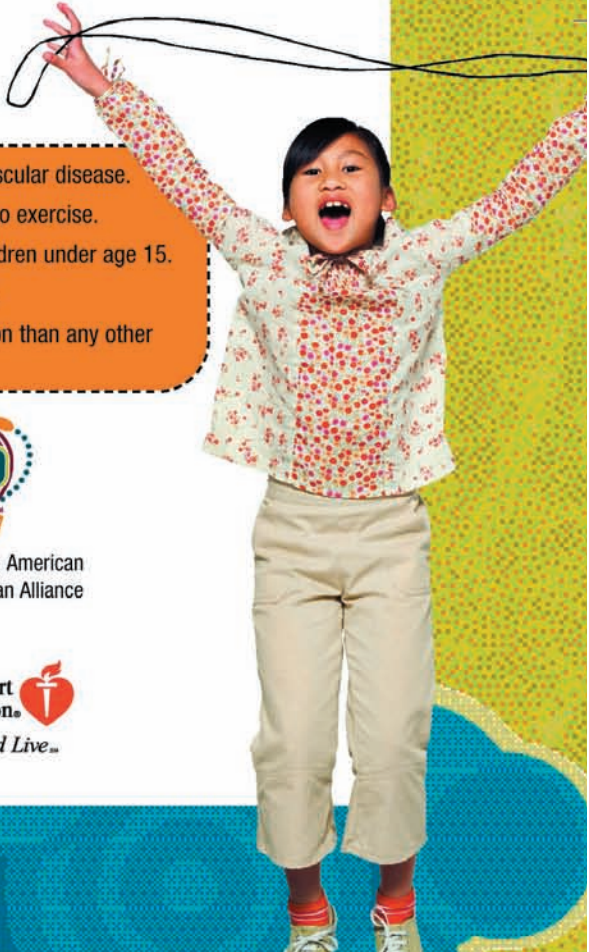
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