

The Virginia Journal



FALL 2013

Vol. 34, No. 2



Photo taken by Dr. Anna Devito at the VAHPERD sponsored 2013 SWVAPHERD Symposium

VAHPERD Members,

It is my pleasure to serve as the editor of *The Virginia Journal (TVJ) and Communicator*. Enclosed you will find the Fall 2013 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 Spring 2014 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 January 15, 2014 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,

Michael Moore, PhD, ATC, Associate Professor, ESHE

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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

VAHPERD Priorities

Member Services
Communication
Marketing and Promotion
Education

Visit VAHPERD's Web Site

www.vahperd.org

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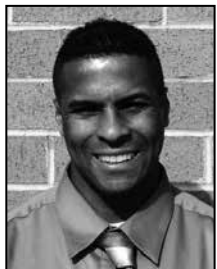
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President's Message

Dr. Rodney P. Gaines



Dear VAHPERD Friends and Colleagues:

I personally welcome you to "Building Drawbridges for Tomorrow," 76th Anniversary of the Virginia Association for Health, Physical Education, Recreation, and Dance Convention. This has been a tremendous accomplishment by VAHPERD's Board of Directors, Convention Manager, Executive Director, and others in our family of educa-

tional fellowship.

I would like to give a special thanks to Ms. Judy Johnson who is the best in the business in planning conferences, and I also would like to thank Past President Charlotte Kelso for her hard work as well in getting us prepared for this year's conference. I also would like to give a special thanks to Henry Castelveccchi, our Executive Director, who is excellent in getting things in place year after year to have a successful state convention. Last, I would like to thank the teamwork of our board of directors who worked hard all year to piece together a great conference for you and keep VAHPERD working together as a team.

This year we will have the entire board of directors helping with registration and providing information, so please stop by the booth when you would like more information and/or just want to chat with us about VAHPERD and the industry. Judy has done wonderful job in putting the convention program together, and the schedule and timetable should be easy to follow.

This year's conference will hopefully set a trend for VAHPERD's future. For the first time we will have two of the major alliances President and Past President as our keynote speakers. Dr. Janet Rankin, Past President of the American College of Sports Medicine, will be addressing us on Friday night at the opening conference. We will also have Bishop Courtney McBath speak to us on Friday night on Leadership in the community, and he has been recognized as an outstanding leader in the Tidewater area not just for spirituality but also leadership development to the community. On Saturday night we will have Dr. Steve Fleck give a message at the award ceremony, and he is currently the President of the National Strength and Conditioning Association. This is definitely "Building Drawbridges for Tomorrow."

When choosing the theme, I thought about the Hampton Roads where you have all the tunnels and drawbridges. In order to get from parts of Norfolk over to Chesapeake you have to cross a drawbridge. Likewise, in order for VAHPERD and others Sister organizations to continue to expand the HPERD/Exercise Science field we must let down drawbridges and work in alliance to service the professionals and most of all the people in the United States.

This is a historical time to have both Presidents from NSCA and ACSM in the same conference; let's work together to set up drawbridges for tomorrow. We have a great leader in President-Elect Ms. Regina Kirk who will continue to "move things forward together."

I thank you all for allowing me to serve over the last year as VAHPERD President, and it has been one of the best experiences of my life both personally and professionally. Have a great Conference!

Sincerely,
Rodney P. Gaines, President

President-Elect's Message

Regina Kirk



Greetings, VAHPERD Members,

I hope you have all had a fantastic start of the 2013-2014 School Year. I wish you all a happy, healthy, productive year! As I begin this year, I am looking forward to moving into my new role as "President" of VAHPERD. I have spent the past months since my election learning about this of-

fice and making contacts with the organizations that are involved with VAHPERD.

In June, I attended the AAHPERD Leadership Conference in Las Vegas. While a long trip, it was well worth it. This conference focused on helping us become good leaders and how we connect with the national organization. While there I met many of the other 50 "President-Elects" for the state associations. We looked at a variety of leadership styles to help us formulate our own style. I was also able to make contact with the AAHPERD leadership. I am hoping to finalize the details to bring some of the fantastic AAHPERD leaders to our next convention.

In July, I attended the Southern District (SD) Leadership Conference in Lexington, the site of the 2014 Southern District Convention. While some aspects were similar to the LDC in Las Vegas, the main focus was on how the Southern District works and our part in it. This LDC also gave me an opportunity to work more closely with the VAHPERD attendees. I was able to formulate some of my ideas and plans for the next year. And, I was able to make SD contacts to invite to our next convention.

I came back from both conferences filled with lots of ideas and thoughts. I will be presenting these to the VAHPERD Board during the next few months. I firmly believe that we must move forward together and this can be accomplished by having a plan. I will be meeting with the other "Elects", the Vice Presidents, in October so that we can prioritize our goals for next year. These goals will be presented to the full Board at the November after-conference Board meeting. And the work will begin!

As part of my responsibilities as President-Elect, I had the opportunity to appoint members to committees. Thank you to all those who "stepped up" and accepted a committee responsibility. You make VAHPERD the strong, wonderful organization that it is.

Your support as a member is appreciated and valued. I hope you will contact me (kirkvahperd@gmail.com) any time you have a suggestion or concern. Your participation in VAHPERD makes the organization stronger. Together we can move forward.

Sincerely,
Regina Kirk
Together We Can Move Forward



Executive Director's Message

Henry Castelvechi



Executive Director's Annual Report to the VAHPERD Board of Directors May 31, 2013

Operating Budget

This year VAHPERD reached approximately 90% of its estimated income. American Heart funds, Convention, and Membership continue to be the top 3 income sources for the Association. With the continual decline from the American Heart, the board should search out for additional income to fund the operating budget of the association.

This year's expenses exceeded income by approximately \$20,000. Transferring money into our operating budget from our investments covered this excess. This overage was expected from the board. Areas that were over excessively over budget were 1000 Governance, 309 Committee Travel, 901 Bank Fees, 902 Copying, and 916 Legal Services. These overages came from meeting fees and insurance fees from board meetings, increase in adhoc committee travel, and legal services related to the preparation of non-profit paperwork.

Overall the association lost \$19,866. This loss was covered by the association investments. With recommendations from the Executive Director and the Finance Committee, more funds should be available in the future to transfer into the operating budget without diminishing the base of the investments.

Investments

The investments continue to do well. This has benefited the association by being able to use money from the investments to cover the operating budget. The board should continue to be careful pulling money out of long-term investments to cover the operating budget. The board should consider the recommendations of the finance committee on keeping a base of money in the long term and working with the interest made on the base. The Executive Director and the Finance Committee will continue to work with our investment firm to make recommendations to the board.

Type	May 31, 2010	May 31, 2011	May 31, 2012	May 31, 2013
Short term	\$76,359.49	\$67,477.92	\$38,376.15	\$28,681
Investments	\$495,081.56	\$588,724.96	\$560,640.58	\$648,676
Frances Mays	\$6,518.11	\$6,713.41	\$6,786.60	\$6,843
AIAW	\$29,120.89	\$30,704.33	\$31,492.17	\$32,178
	\$607,134.30	\$693,590.62	\$637,295.50	\$716,378

Membership

Membership is down slightly from last year. At the end of the year the membership committee was working on promotional ideas to try to increase the number of members. The Executive Director has also been in contact with sponsors with ideas to partner to be able to offer more benefits to the teachers and potentially increase membership.

Type	May 31, 2010	May 31, 2011	May, 29 2012	May 31, 2013
Students	273	308	308	260
Professional	451	499	440	425
JRFH/HFH Coordinator	647	652	647	626
Retired	7	14	6	12
Life	147	148	158	159
Library	2	3	3	2
Total	1527	1625	1567	1484

Respectfully submitted,

Henry Castelvechi

Past President's Message

Charlotte Kelson



Dear VAHPERD Membership Past, Present and Future,

For the last three years as your president, I have worked diligently to steer this ship in the right direction and move forward. I have represented you on many levels:

- 1) As a National Board Certified Teacher
- 2) As a member of the SDAAPERD Board of Directors
- 3) As a voice in Richmond on lobby day
- 4) and in the classroom promoting our programs that come from both our membership through the VAHPERD and conversations we have had.

During my tenure a committee reviewed, revised and rewrote the association governing paperwork. This committee did a fine job, but not without some controversy. Through all the deliberations, the current leadership passed the paperwork to make VAHPERD a better teacher organization. We will be separate from filing taxes with AAHPERD and autonomous as a nonprofit educational association. During this tenure I saved the association money by recruiting major speakers and other programs to better your programs in the classroom for minimal fees. Creativity is what our association offers and is key for developing business partnerships and providing our members as leaders in our National organizations. Liaisons were appointed for three years to bridge gaps between the fine arts council and to the American Heart Association for lobbying to

support legislation to provide a voice for our members. My goal was for the members to benefit from my leadership and I believe that goal was met.

When you look up to the leadership of our organization, be sure to look for representation of our membership and the leaders in the classroom. Look at the Board of Directors and see if you are represented. Look at the Representative Assembly and see if you are represented. If not, then our association's leadership is not representing you. This association was created for the teachers and should be led by the teachers. If you are able to see an area where you can make a difference, then you need to start to make one. i.e.:

- 1) Place yourself on a committee
- 2) If you have already served, run for a higher leadership position
- 3) Stand up to the leadership
- 4) Challenge them to support you
- 5) Spend your membership money on you the member and not for programs that do not support ALL members.

As your past president, I strongly encourage all members to step up and take charge of this association. It is yours to do so. I urge you to question your colleagues and become a leader in this teacher driven membership organization.

Most importantly, I thank you, the members, for allowing me to serve and lead this association in a professional manner that earns us all a reputation among our peers.

Also, a big thank you to all those who supported me during my tenure as well as assisted in guiding me through both the stressful and good times these last 3 years.

I am proud to say I was a past president of this fine organization that serves and represents the membership, friends, colleagues, and professionals of VAHPERD.

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"Eye Doctors" Create Ground-Breaking Turfgrass Management Workshop for Agriculture and Sport Management Students at Virginia State University

Leon Wright Bey, *Professor, HPERD Department*

Tiana Mason, *Undergraduate Agricultural Major, Agriculture, Business and Economics Concentration*

Oluwarotimi Odeh, *Chairperson, Department of Agriculture*

Alex Todd, *Senior, Health and Physical Education Major; Minor: Sport Management; President, Sport Management Majors Club*

Virginia State University, Petersburg, VA

To gain an advantage in today's highly competitive, global marketplace, students fare well when they have been exposed to unique and diverse professional development opportunities. To reach such a position often requires the backing of far-sighted leaders who have their best interests at heart.

Students at Virginia State University (VSU) are very fortunate to have such **visionary** administrators and faculty whose **eyes** are constantly **looking** for ways to provide them with access to new career paths. Among those "**Eye Doctors**," if you will, are Dr. Andrew Kanu, Dean of the School of Liberal Arts and Education (who leads the unit that houses the HPERD Department and Sport Management Program) and Dr. Jewel Hairston, Dean of the College of Agriculture. These imaginative administrators recently joined forces to create VSU's first known "Turfgrass Management Workshop" for Agriculture and Sport Management Students. They were assisted by: Dr. Oluwarotimi Odeh, Chairperson, VSU Department of Agriculture; Dr. Christopher Cantanzaro, Assistant Professor of Plant Science (Horticulture), VSU Department of Agriculture; expert guest speakers (Please see enclosed agenda); and Dr. Leon Wright Bey, a Professor in the VSU HPERD Department.

The genesis of this event evolved from Dr. Kanu's vision about the need to introduce students to a new domain, the "Turfgrass Management Industry," and gained momentum when Dr. Hairston envisioned how her vast resources could be used to develop a Turfgrass Management Workshop that would attract highly regarded industry leaders to the campus. Held at VSU in April 2013, this program received rave reviews from attendees who could readily **see** its value.

It was "an incredibly informative **eye-opener**," said Tiana Mason, an undergraduate Agriculture Major (Agriculture, Business and Economics Concentration) in the VSU Department of Agriculture.

"The workshop allowed students to build a bridge between agriculture and an industry that everybody loves: sports. I believe that many of us had never made that connection before. At that moment, the agriculture's metaphorical umbrella expanded even more," she added.

In terms of growth, Mason's reference to agriculture seems to be quite apropos, particularly in Virginia, wherein it generates about \$55 billion annually for the economy and therefore ranks as the number 1 industry in the state. According to Virginia Department of Agriculture and Consumer Services' Commissioner, Matthew Lohr, agriculture and its sister industry of forestry, add \$79 billion

to the state's economy each year. By providing employment opportunities for about 400,000 individuals in Virginia, Agriculture arguably remains one of the major untapped career opportunities for youth in the state (Virginia Agriculture, A guide to the Commonwealth's Farms, Food and Forestry, 2013).

The variety of employment opportunities and the multidisciplinary nature of today's agriculture offer diverse career paths and avenues for young college students and graduates (including, but not limited to those in Sport Management or Recreation) who are ready to explore this often unattractive field. The history of agriculture and common misconception that today's agriculture is not different from those of centuries ago are key factors militating against the choice of agriculture and related fields as viable careers for youths of today.

While agriculture of old was primitive, laborious and often subsistent, it now boasts of the best of technology, communication, marketing and, research and development. Agriculture therefore taps into expertise across fields in an interdisciplinary and multidisciplinary nature, to boost production efficiency, safety and meet the ever-growing consumer demand and preferences in food and fiber.

That type of transformation enabled the event to serve as an interdisciplinary nexus that helped to strengthen relationships between various VSU units and external entities. It also provided Agriculture and Sport Management students with a greater understanding of the availability of internships and jobs that intersected their respective disciplines in the Turfgrass Management Industry.

Indeed, that industry is growing rapidly and with increasing demand for highly educated individuals with multidisciplinary skills. In fact, the Turfgrass Industry is the fastest growing segment of the United States (US) Agriculture and holds great potential not only in the state of Virginia, but across the world. In its 2003 report, the National Turfgrass Research Initiative stated that turfgrass covers about 50 million acres in the United States with an estimated value of \$40 billion. The turfgrass coverage area constitutes a third of the total nationwide acreage and turfgrasses are grown, marketed and maintained in every congressional district of the US. Turfgrass also represents either the number 1 or 2 agricultural commodity in Maryland, Pennsylvania, Florida, New Jersey, and North Carolina (The National Turfgrass Research Initiative Report, 2003).

There are several career opportunities in the turfgrass industry including Golf Course Superintendent, Sports Turf Management, Lawn Care Operator, Commercial Ground Maintenance, Park Maintenance, Stadium Groundskeeper, etc. The industry includes millions of homeowners, athletic field managers, lawn

care operators, golf course superintendents, architects, developers and owners, landscape designers and contractors, seed and sod producers, parks and grounds superintendents, roadside and vegetation managers and cemetery managers.

Above all, “turfgrass beautifies tens of millions of home lawns, provides safe playing surfaces on over 700,000 athletic fields, outdoor recreation for nearly 26 million golfers on over 17,000 golf courses and economic opportunities for tens of thousands of seed and sod producers, lawn care operators and landscapers. The industry also provides safety and dust control along millions of miles of highways and thousands of airport runways, in addition to many environmental and societal benefits such as reducing soil erosion, filtering water, trapping dust and pollutants, reducing heat build-up in urban areas, and safer playing surfaces for athletes” (The National Turfgrass Research Initiative Report, 2003).

Students who are curious about the availability of internships and careers in Agriculture and Sport Management can glean additional information from numerous websites. Alex Todd, a rising senior in the VSU Sport Management Program and current President of the VSU Sport Management Majors Club offers the following examples:

1. <http://turf.rutgers.edu/jobs/> (Rutgers University website that provides information about the institution’s Professional Golf Turf Management School).
2. <http://www.pga.com/pga-america/pga-feature/pga-village-announces-two-new-turfgrass-experts> (Article from the PGA website that features experts in Turfgrass Management).
3. http://psla.umd.edu/PLSC/C_turf.cfm (Website that provides information about the University of Maryland’s Turf and Golf Course Management Program).

Agriculture, Sport Management, Recreation and other students who have an interest in Turfgrass Management can locate turfgrass in numerous locations such as sports fields, back yards, pastures, etc. Varieties include bermudagrass, St. Augustinegrass, buffalograss, zoysiagrass, and several others (<http://www.texasgrass.com/turfgrass-sod-management-types.htm>). Turfgrass producers everywhere have been working to develop a better, more durable and more beautiful turfgrass.

Organizations such as the Turfgrass Producers of Texas have supported this cause by funding academic research to develop improved turfgrass, maintenance practices and technologies (<http://www.texasgrass.com/Texas-turfgrass-sod-research.htm>). Researchers in Virginia (Ervin, Schoenholtz, Wilson and Goatley, 2013; Derr and Nichols, 2013; Youngman, Laub, Wu and Gyawaly, 2013) annually carry out studies to evaluate how best management practices (BMP) can conserve water and reduce environmental impacts, including nutrient loading to waterways from storm water runoff, decreased pesticide usage and less potential for contamination of surface and ground waters. These are expected to help in protecting the Chesapeake Bay. Those collective actions also

help to illuminate the enormity of career opportunities that exists within the Turfgrass Management Industry.

The highly credentialed experts who participated in the Turfgrass Management Workshop **shed** additional light on that profession while adding immeasurable value to the Agriculture and Sport Management Programs. Underscoring their significance was their willingness to: assist with the planning of the event via their participation in conference calls and/or a preliminary site visit; provide a wealth of contemporary information (e.g., nature of the profession, internship possibilities); and interact with students, faculty, and administrators throughout their visit to the VSU campus. The names of these extraordinary practitioners appear on the enclosed agenda for the event.

Through post-event commentary, the amazing effect that the speakers had on the students could easily be discerned. Mason, who was very impressed with the presenters, indicated that she and her peers “wanted to learn more.” While acknowledging the event was a good starting point, she suggested additional programs should be established to deepen the impact on VSU students.

“The potential implementation of a Turfgrass Management Program would be immensely beneficial to the students at Virginia State University. Demand for highly educated and skilled professionals in this industry has increased substantially,” she noted.

Mason’s comments are compatible with current discussions about ways to expand upon the successful foundation that the workshop established. Dr. Odeh is confident that

“The development of a Turf Management Program at Virginia State University would complement the Plant, Soil and Environmental Science program that is already in place in the Department of Agriculture. It would also provide students, such as those who are in the Sport Management Program, with the option of taking a minor to enhance their career opportunities and become more marketable. Coursework such as soil science, soil fertility and fertilizers, environmental science, and farm business management, currently being offered, will also provide students interested in this industry some basic understanding of the agricultural industry. Courses in turfgrass management would give students an understanding of the basic knowledge of plant growth, relationships between soil and plants, plant water relationships, and plant management practices and good water quality and management to reduce the impact on environment.”

Dr. Odeh also indicated that “the educational philosophy and focus of the program would therefore hinge on the following key areas/calls to action:

- a. Market Driven – Meet the growing needs for highly trained workforce by developing strategic Industry collaborations;
- b. Inculcate Entrepreneurial Mindset – Ensuring that program participants understand and embrace the importance of resource use optimization and an ability to develop their own business enterprises;



Networking opportunity for some of the workshop facilitators and attendees.

- c. Relevance in a Growing Industry – Identifying development opportunities in areas of high/growing demand; and
- d. Espouse Multi-Disciplinary Curriculum to Produce Translational Skills in our Graduates – Partnership between College of Agriculture and School of Liberal Arts and Education (Includes HPERD Department and Sport Management Program). Would offer students (potential employees) enhanced marketability.”

In concert with Dr. Odeh’s thoughts, Mason indicated that “this program could enable students to take advantage of career opportunities in this \$40 billion (and growing) field. Now, that is something that **should be** invested in!”

Given the reputation of the aforementioned “**Eye Doctors,**” Mason’s recommendation will not likely be **overlooked.**

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April 3, 2013

Agenda

- 9:00 a.m.** **Welcome** - Jewel E. Hairston, Dean, College of Agriculture
Opening Remarks - Dr. Andrew Kanu, Dean, College of Liberal Arts and
Education
Introduction of Speaker – Dr. Mike Goatley, Professor and Extension
Turfgrass Specialist, Virginia Tech.
- 9:10 a.m.** **Turfgrass Management: What is it and what is the real ‘value’ of turf?**
Mike Goatley, Extension Turfgrass Specialist, Virginia Tech
- 9:30 a.m.** **Professional Lawn Care** - Gil Grattan, Virginia Green Lawn
Care, Richmond
- Break
- 10:00 a.m.** **Golf Turf Management** – Dick Fisher, CGCS, Lake Chesdin Golf Club
- 10:20 a.m.** **Sports Turf Management** – Jimmy Rogers, CSFM, Luck Stone Corporation
- 10:35 a.m.** **Sod Production** – Louis Brooking, owner of Brookmeade Sod Farm, Inc.
(Past president of the VA Agribusiness Council)
- Break
- 11:00 a.m.** **Q&A for Industry Professionals**
- 11:30 a.m.** **Professionalism and the Turfgrass Manager** – Dr. Mike Goatley, Virginia
Tech
- Break
- 12:00 noon** **Equipment Demonstration** – Dave Melton and Dan McGrory, Smith Turf

Incorporating Wellness into the First-Year Experience

Michael S. Krackow, PhD, ATC, PTA, CSCS, Associate Professor, Virginia Military Institute, Department of Physical Education, Lexington, VA

Abstract

Recognizing the need for knowledge concerning the means health behaviors can affect quality of life, the Virginia Military Institute (VMI) incorporated a Wellness Concepts course as part of its new Core Curriculum for all of its first-year cadets. As part of the Quality Enhancement Plan (QEP) for its fulfillment of the reaffirmation of accreditation for the Southern Association of Colleges and Schools (SACS), the Institute developed a Core Curriculum that will graduate students who possess “a lifetime commitment to physical fitness and wellness” as one of its attributes. Specific learning outcomes through the Health and Wellness domain included: (1) applying a working knowledge of wellness-related behaviors to achieve and maintain a healthy lifestyle, and (2) recognizing the impact of physical inactivity on health and wellness in a societal context. As the new Core Curriculum was implemented, the Ad Hoc Fitness Task Force recommended the development of a Wellness course for first-year cadets. In fall 2012, PE 105: Wellness Concepts was initiated with the purpose of improving the overall health and physical fitness, for the first year Cadets in the Corps. An evaluation was conducted to determine the effectiveness and value of the Wellness Concepts course as part of the implementation. The evaluation surveyed the cadets using a 5-point Likert-like scale where 5 was high and 1 was low, or no contribution. Surveys were given in a Pre-Post format. Results from the surveys indicated that the Cadets had a positive view of the course and found value in it. In addition, by the end of the course, many cadets implemented what they learned to help them be successful at the Institute. Based upon the results of the study, the following changes were being implemented to the PE 105: Wellness Concepts course: 1) Add more class-based activities to make it more interactive. (‘Flipping the Classroom’, incorporate i-Clickers), 2) Add physical fitness as a topic within the course, 3) Continue to use the Health Behavior Change Project, 4) Devote more class time on stress management, and nutrition, and 5) Examine the possibility of increasing the class to meet twice per week.

Introduction

As part of the Quality Enhancement Plan (QEP) for its fulfillment of the reaffirmation of accreditation for the Southern Association of Colleges and Schools (SACS), the Virginia Military Institute (VMI) developed a new Core Curriculum. One goal of the new program is VMI will graduate students who possess “a lifetime commitment to physical fitness and wellness” (VMI, 2006, p. 9). As the new Curriculum was designed, the Ad Hoc Fitness Task Force recommended that the Physical Education department develop a Wellness course for all first-year cadets. This new course, PE 105: Wellness Concepts was included in the new Core Curriculum and implemented in the fall 2012 semester. One rationale for the new course is that the administration and faculty at VMI recognized the need for knowledge concerning the ways health behaviors can affect quality-of-life among it Corp of Cadets. The course was initiated with the purpose of improving the overall

health and physical fitness, specifically for the first year Cadets in the Corps. This was confirmed by Medero, (2012) who stated that policies within the institution should adopt wellness courses to shape students’ positive health behaviors that can be carried out through their entire lives.

The literature supports the premise that universities and colleges offer an excellent opportunity to have students learn and adopt positive health behaviors that can last throughout their lifetime (Medero, 2012; Wharf Higgins, Lauzon, Yew, Bratseth, & McLeod, 2010; Sidman, D’Abundo, & Hritz, 2009). It is for this reason that more and more institutions of higher education are adding wellness courses in their curricula, especially during the freshman year (Wharf Higgins, et al, 2010; Sidman et al, 2009; Ferrara, 2009, Blaser, 2005).

Quality Enhancement Plan

As part of the Quality Enhancement Plan (QEP) for its fulfillment of the reaffirmation of accreditation for the Southern Association of Colleges and Schools (SACS), the Institute developed a Core Curriculum that will graduate students who possess “a lifetime commitment to physical fitness and wellness (Health and Wellness domain)” (VMI, 2006, p. 9) as one of its attributes. The QEP Steering Committee stated that through curricular requirements and co-curricular opportunities, they strove to promote healthy behaviors among the cadets and maintain those behaviors throughout their life (VMI, 2006). In order to develop the desired behaviors as part of the new Core Curriculum, the Ad Hoc Fitness Task Force recommended the development of a Wellness course. Within the Health and Wellness domain, two the specific learning outcomes were developed. The outcomes were to demonstrate the ability to (1) “apply a working knowledge of wellness-related behaviors to achieve and maintain a healthy lifestyle, and (2) recognize the impact of physical inactivity on health and wellness in a societal context” (VMI, 2006, 17).

Establishing habits that promote a healthy lifestyle throughout life is critical. If colleges and universities introduce students to the tools to establish healthy behaviors early in their post-secondary education, those practices can continue into adulthood (Medero, 2012). Medero (2012) went further to state that this setting may be the last chance for individuals to develop a lifelong health routine. Positive health activities are accomplished through providing opportunities for students to find the intrinsic value of lifelong healthy behaviors. By educating the students, and providing valuable tools that remove perceived barriers to maintaining a healthy lifestyle, they can become motivated to create and adhere to the positive behaviors. When students see the positive results of the healthy behavior changes, it can be one of the best ways to promote a setting in which the students build a feeling of personal satisfaction (Medero, 2012). These changes have been demonstrated to have long-term effects. Medero (2012) reported students who regularly participated on physical activities in their last year of college continued to do so even ten years later. In addition,

Blaser (2005) stated while young adults are in college, there is a significant decrease in healthy eating habits. The findings from both Medero and Blaser coincide with the health and wellness attribute developed by VMI where they want the cadets to possess a lifetime commitment to physical fitness and wellness.

Objectives

Many colleges and universities have core curriculums that require students to take and pass introductory health and wellness courses. (Blaser, 2005) However, not many examine the effectiveness of such courses (Blaser, 2005). This lack of the value and worth of introductory wellness courses is one rationale for conducting this assessment. Since this course was designed specifically to correspond with the new core curriculum, the faculty of the Department of Physical Education decided to conduct an evaluation to determine the effectiveness and value of the Wellness Concepts course. The objectives for the evaluation were to: (1) determine the effectiveness and worth of the PE 105: Wellness Concepts class, (2) establish a common experience for all first-year Cadets, and (3) improve the health awareness of the Corp of Cadets.

Methods

Participants

A population of 188 cadets (13 course sections) were enrolled in the required core curriculum course PE 105: Wellness concepts during the fall 2012 semester; the vast majority of the enrolled cadets were first semester freshman.

The 0.5 credit course provided an introduction to basic nutrition and dimensions of wellness. Major topics included choosing a nutritious diet, maintaining healthy body composition and body weight, managing stress, avoiding risk from harmful habits, and promoting sexual health. The course topics align with five of the top six health indicators proposed by Healthy Campus 2010 which are “physical activity, overweight and obesity, tobacco use, substance abuse, responsible sexual behavior, and mental health” (American College Health Association. 2013). The reason why physical fitness was not included in this course was because it is the main focus of another required Physical Education course taught at VMI, PE 300: Principles of Physical Fitness.

The evaluation entailed a mixed-methods approach that used both quantitative and qualitative measures in the form of surveys with requested comments. The evaluation surveyed 188 cadets pre, and 151 post, using a 5-point Likert-like scale where 5 was high and 1 was low, or no contribution. An open-ended comments section was provided on the post-survey. The surveys were given in a Pre-Post format to the cadets enrolled in the course during the fall 2012 semester. The results from the surveys would help determine if any changes or revisions needed to be made to the

course in order to enhance the first-year experience, and improve health behaviors of the cadets, while achieving the learning outcomes in the Core Curriculum set forth by the QEP.

Results

5 point Likert-like scale where 5 is Strongly Agree and 1 is Strongly Disagree		
	Pre-Questions	Avg
1	I feel the PE 105: Wellness Concepts course will be helpful for me in gaining a better understanding of personal Health and Wellness	3.84
2	I feel the PE 105: Wellness Concepts course will be helpful for me in dealing with the stresses of my first year at VMI	3.67
3	The PE 105 Wellness Concepts course will encourage me to participate in on-going wellness activities	3.74
4	I feel the PE 105 Wellness Concepts course will promote a culture of wellness with the cadets at VMI	3.54
5	I will find that taking the PE 105: Wellness Concepts course will be beneficial course as part of my education at VMI	3.59

5 point Likert-like scale where 5 is Strongly Agree and 1 is Strongly Disagree		
	Post-Questions	Avg
1	I felt the PE 105: Wellness Concepts course was helpful for me in gaining a better understanding of personal Health and Wellness	3.95
2	I felt the PE 105: Wellness Concepts course was helpful for me in dealing with the stresses of my first year at VMI	3.35
3	The PE 105 Wellness Concepts course encouraged me to participate in on-going wellness activities	3.74
4	I feel the PE 105 Wellness Concepts course promotes a culture of wellness with the cadets at VMI	3.79
5	I found that taking the PE 105: Wellness Concepts course was a beneficial course as part of my education at VMI	3.61

	N
Pre	188
Post	151

Pre/Post Question #	Pre to Post Average Difference
1	0.11
2	(-0.32)
3	0.00
4	0.25
5	0.02

Discussion

On average, the results from the respondents demonstrated that the PE 105: Wellness Concepts course (1) was helpful in gaining a better understanding of personal Health and Wellness, (2) encouraged the cadet to participate in on-going wellness activities, (3) promoted a culture of wellness with the cadets at VMI, (4) is a beneficial course as part of their education at VMI.

Based upon the results of post-question #2, dealing with stress was the only score that decreased from the pre-survey. This result coincides with the related comments from the students.

Student Comments

Student comments from the surveys were recorded and the similar responses were tallied. Overall, the majority of the comments received were positive.

What do you feel were the strengths of the course? (# Similar Responses)

- Informative material (23)
- Audiovisual aids/PowerPoint used(19)
- Stress Management (16)
- Nutrition/Diet (14)
- Health and Lifestyle (12)
- Health Behavior Change assignment (9)
- Course Instructor (7)

What do you feel were the weaknesses of the course? (# Similar Responses)

- Class met only one time per week (15)
- Too much PowerPoint (14)
- Information was taught in previous class/High School (7)
- Class not exciting (7)

Have you incorporated any concepts taught in the class into your daily life? If so, which ones? (# Similar Responses)

- Healthier eating/Improved diet (78)
- Stress management (26)
- Increased exercise (18)
- Implemented the Health Behavior Change Project (7)
- Decreased use of tobacco products (7)

Conclusions and Recommendations

Based upon the results of the surveys, the following conclusions were made. The Cadets had a positive view of the course, and found value in it, and many of them implemented what they learned in the course to help them be successful at the Institute. Based upon the results of the study, the following changes are being implemented to the PE 105: Wellness Concepts course:

- Add more class-based activities to make it more interactive. ('Flipping the Classroom', i-Clickers). The literature supports pursuing approaches such as this. Cardinal and Spaziani (2007) reported that different course formats can enhance health-related behaviors in post-secondary students. While distance learning opportunities are viable at VMI, this approach will be adjunctive to the class, not a replacement. The research related to this topic support this decision. Even though distance learning teaching has been increasing in popularity, research demonstrates that traditional in-class formats have a greater impact in developing and adhering to healthy behaviors (Medero, 2012; Blaser, 2005).

- Add physical fitness as a topic within the course.
- Continue to use the Health Behavior Change Project.
- Devote more class time on stress management, and nutrition.
- Examine the possibility of increasing the class to meet twice per week.

Implementation of Recommendations

- I-Clickers were piloted in a different Physical Education course in the summer 2013 semester. The results were positive, and will be included in several sections of PE 105 in fall 2013.
- Physical fitness was added as a topic within the course in spring 2013. The comments from the course evaluations are currently being tabulated.

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Integrating Academics with Physical Education: How can it realistically be done?

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When people use the phrase, “what happens in Vegas, stays in Vegas”, they are implying that certain activities belong in certain places and there should be no carryover. Many people have a similar feeling about education. A music room is where children sing; the library is where the books are kept; and an art room is the center of creativity. It has long been thought that a school gymnasium is the extra-large classroom designed for physical education, and thus the only location where physical activity should take place. It is my goal today to challenge this myth, by revealing the benefits of integrating physical education with the general curriculum, as well as highlighting some specific interdisciplinary plans that can easily be put in place in schools around the country.

Why Integrate?

First, let’s ask why schools should consider the integration of physical education and core academic subjects. After all didn’t many of us participate in sports activities in our childhood PE classes, before returning to a classroom to complete reading, writing and math assignments? One reason for a shift to interdisciplinary teaching relates to the timing or scheduling in schools today. There is a pressure to prepare for standardized tests, leaving less time and focus on physical education. “Curriculum narrowing, as Burton and VanHeest called this practice, has reduced physical education opportunities for children” (Sofu, 2008, p.10). Some physical education classes are being shortened, or even eliminated from the schedule. However, according to Reed et al.(2010), “Participating in regular physical activity is a necessary preventive behavior for youth to reduce the risks of developing chronic diseases while increasing the quality and perhaps the longevity of one’s life” (p. 343). If children are sitting through most of the school day, and doing homework in the evening, along with playing popular video games, there is a clear health concern. “Integrating movement into the classroom is a practical solution to help children meet physical activity guidelines of 60 minutes or more daily” (Parks, Solomon & Lee, 2007, p. 318). While the movement brought into the regular classroom encourages a healthier lifestyle, research shows that many students actually learn better when physically active. “Not only does movement and exercise improve circulation and strengthen bones and muscles, it also stimulates the production of dopamine, creates stronger nerve connections, and releases endorphins into the system... All of these factors assist in setting the stage for learners to maximize academic achievement.” (Worrell, Kovar & Oldfather, 2003, p.12). According to Sofu, 2008, a study of kindergartners provided evidence that suggests the benefits of interdisciplinary teaching. “Results of the study indicated that the combined physical education and reading skill instruction was more effective than the traditional separate reading and physical education instruction” (Sofu, 2008, p. 11). Another study “discovered a significant increase in academic achievement in math and reading among girls enrolled in higher amounts of weekly physical education” (Reed et al., 2010, p. 344). Jean Blaydes

Madigan (2010) developed Action Based Learning on this very theory that “supports the link of movement and physical activity to increased academic performance”. Last, by combining subjects, many educators feel that a ‘whole child’ develops. “An integrative curriculum provides students with a global view of learning and can teach skills necessary for the transference of knowledge gained in one area into another (Reed et al., 2010, p. 348).

Impediments of Integration

If the advantages of integration include improved health and fitness in children, as well as positive effects on student learning, then why is integration not employed more frequently? It seems that a resistance to change is the first obstacle. Interdisciplinary teaching, “commonly defined as a small group of teachers from two or more academic disciplines who collaborate in communicating the responsibility for planning, teaching, and assessing students”, requires a change in one’s approach to teaching (Parks et al., 2007, p. 317). Rather than creating one’s own plans and carrying them out independently, a teacher must now commit to meeting with coworkers and working together. These meetings take time, which can be hard to find in busy schedules. It also takes cooperation and agreement. “Barriers such as philosophical differences and lack of planning time are cited in the literature as the major obstacles to productive collaboration” (Horton, Wilson & Gagnon, 2003, p.13). As with any change in education, teachers need adequate preparation. One article titled, “I’d Rather Chew Aluminum Foil” conveys classroom teacher’s resistance to teaching P.E. (Faucette, 2002). Likewise physical educators may feel the same anxiety about the curriculum that classroom teachers address. Therefore, “if physical activity is to be used effectively and to its best advantage in the elementary classroom, it is clear that teachers need substantial training” (Parks et al., 2007, p. 327). Once trained and confident in integrating movement in their classes, classroom teachers can truly use physical activity as an effective vehicle for teaching. When given the time for planning and a positive attitude towards change, PE teachers can also integrate academics into their lessons. Let’s look at both situations.

Integration in the Classroom

As stated previously, classroom teachers may want to consider collaborating with a Physical Educator to bring movement opportunities into the classroom. “A program entitled *Collaborating with Classroom Teachers to Increase Daily Physical Activity: The Gear Program* discovered that integrating physical activity into the classroom can invigorate students, as well as providing positive effects on student learning” (Reed et al., 2010, p. 344). One subject that works well with the interdisciplinary approach is language arts. “The movement components of physical education can be used as a medium through which children are provided with opportunities to practice and strengthen language skills” (Solomon & Murata, 2008, p. 19). This can be shown through various

spelling exercises. For instance, to practice spelling sight words students might be asked to stand and spell orally, as they stretch tall for letters such as t, l, h, and squat when they say a small letter like o, a, or w. Jean Blaydes Madigan created a grammar related activity called "Punctuation in Action" (2010). This lesson uses body movements to make children more aware of capital letters, periods, question marks and exclamation marks. Another movement activity focusing on literacy has students "use different body parts (arms, legs, and head) as large paint brushes to paint the entire alphabet on an imaginary canvas" (Dean, 2005). Integrating physical movement in the classroom can also add excitement and enrichment to areas such as math, science, and social studies. To practice place value in elementary math classes, Dean (2005) suggests an activity called "Battle Up":

In pairs, lying on their backs, students bend knees and hook ankles in sit-up position. Divide a deck of cards between them. Students simultaneously sit up with a card and show it to their partner. The holder of the high card collects both cards. If it is a tie, go to the next card (do another sit-up), then the holder of the high card takes both cards (p. 18-19).

In a 2006 article, Jackie Moulton tells how she supplemented a science unit on penguins with physical activities. Students practiced moving like penguins by waddling, hopping, and tobogganing, with the use of incline mats. During the nesting relay students gathered rocks (balls) for their nest (a hula hoop) using their beak (under their chin). "The movement experiences reinforced the information students learned about penguins and helped students to gain a deeper understanding of penguin behaviors" (Moulton, 2006, p. 35). For an example of integration between physical education and social studies I'd suggest examining a unit on Native American folk dance designed by Rovegno and Gregg. These two women collaborated so that third grade students were learning facts about Native American culture in the classroom, then experiencing a 12-lesson dance unit in P.E. to accompany their learning. The women said, "Folk dance is undoubtedly a place where physical education can make a substantial contribution to the children's experience of the content" (Rovegno & Gregg, 2007, p. 205). Aside from these examples that complement the curriculum taught throughout the year, classroom teachers should find worth in physical activity on a daily basis. "Short activity breaks during the school day can improve students' concentration skills and classroom behavior" (Reed et al., 2010, p. 349). The JAM (Just A Minute) School Program was developed to bring physical activity into the classroom. Teachers can sign up to receive a weekly email with a one minute fitness activity that students can do at their seats (<http://www.jamschoolprogram.com/>). Through collaboration all classroom teachers can use physical activity to enhance lessons, increase student learning and keep students focused throughout the school day.

Integration in Physical Education

Just as the Physical Educator collaborated with the classroom teacher to incorporate movement into the academic curriculum, the classroom teacher can plan with the Physical Educator so that core

subjects can be integrated into the Physical Education curriculum. As stated earlier, the Physical Educator needs to be open minded to change, as well as committed to developing well-rounded students. First, a Physical Educator could incorporate writing. "Numerous studies attest to the benefits of integrating writing into content-area classes that are not conventionally conceived as 'language arts' classes" (Behrman, 2004, p. 24). Ideas include taking notes, writing daily summaries of what was done in class or simply journaling one's thoughts after a lesson. Solomon and Matura (2008) feel that "journal writing is a form of authentic assessment that can be used to measure national standards in physical education and literacy" (p.21). Another way of including language arts in the Physical Education arena is to have a word wall where pertinent vocabulary words are displayed and reviewed. Students at all levels would benefit from the word-rich environment. Similarly, literature could be used to extend learning. Joy Schumacher (1999) completed a study to find out what literature Physical Educators integrate in their lessons. She said, "The physical education specialist can utilize the students' desire to improve sports knowledge and performance as the foundation for many reading and thinking activities. They can also use literature to introduce new ideas, background knowledge or vocabulary, to review material, or to create interest before a new activity" (p. 9). As a result of this survey of teachers, Schumacher published a list of 171 titles of books that could be used as supplements to most PE curriculums. Schumacher admitted, "I began to examine every children's book that I looked at in a slightly different fashion than I had before; always asking myself what it was about any particular book that could be related to any part of physical education" (p. 65). Some of my favorite ideas included looking through a number book and working in groups to physically form the numerals between one and ten; reading a book of jump rope rhymes and reciting them while others jump; or reading *The Gym Day Winner* and discussing differences in student's ability. I realize that Physical Educators reading this right now are jumping out of their skin, because they don't have time to read during a thirty minute Physical Education lesson. "Taking time to read is seen as taking precious time away from movement activities" (Schumacher, 1999, p. 66). Let me point out that this is where collaboration comes in. By working with the classroom teacher, he/she may be able to read the book during class time, then bring the class to Physical Education ready to perform the corresponding activity. As another option Physical Educators may want to have a book and movement activity ready for days when the lesson needs to be held in a classroom, depending on weather and/or gym use. Another way that Physical Educators can support the curriculum is to integrate multicultural education into lessons. "Physical education programs can provide students with wonderful opportunities to respect differences in culture, race, ethnicity, gender, and language" (Bian, Wang & McKinley, 2009, p. p. 40). In their article, twelve different activity stations are set up to correlate with the twelve animal signs in the Chinese zodiac, stressing its relevance to the celebration of the Chinese New Year. Branching out to other subjects, Rairigh and Townsend (2001) state that, "Math tends to go well with most content in physical education and science tends to be integrated naturally into manipulative or educational gymnastic skills dealing with trajectory, force, gravity, and the laws of motion" (p.37).

In order to integrate these areas into Physical Education lessons, the specialist needs to learn more about the academic curriculum. Rairigh and Townsend (2001) suggest starting by talking to just one classroom teacher in order to gather information on objectives. Again, I can picture Physical Education specialists rolling their eyes at the thought of collaborating with another teacher and trying to fit more into an already constrained schedule. One should realize that “integrating other content areas into physical education does not have to come at the expense of learning and practicing movement concepts, skill themes, or fitness concepts. Through the use of the content linkage approach, physical educators can reinforce classroom content in a physical education setting.” (Lynott, 2008, p. 13). By incorporating the Physical Education objectives with math, science and language arts objectives, content is not jeopardized; rather it is enriched. Rairigh and Townsend (2001) took this idea a step further when they published an organizational matrix to show how the objectives of a classroom teacher are linked to Physical Education standards. They argue, “Physical educators need to accept the challenge” (p. 37). As a Physical Education teacher incorporates the academics that children are focused on in the classroom, students will benefit from repetition, different teaching styles and action based learning.

Summary

In closing, I’d like to reiterate that integrating core subjects with physical activity can easily be done and can be very beneficial to student learners. If you are a classroom teacher, consider adding one minute of movement each day, such as the Jammin’ Minute. See if your students respond with more focus in the following lesson. Consider adding movement to a simple spelling lesson. See if your student’s scores on the weekly spelling test improve. If you are a Physical Education teacher consider talking to a classroom teacher about his/her areas of instruction. “Beginning the integration process takes time and effort, but with the help of a familiar and encouraging classroom teacher, it can be done efficiently” (Rairigh & Townsend 2001, p. 35). As I conclude, I can’t help but hum the tune to a song by Ben Lee, “We’re All in This Together”. Let’s work together to do what is best for the children.

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Partners and Peer Observers - The Reciprocal Style of Teaching

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There are many approaches to teaching skills and strategies in Physical Education, and our literature is rich with descriptions of these varied methodologies. One writer in particular, Muska Mosston, notably contributed to Physical Education's body of literature with his detailed descriptions of the characteristics of various teaching methods. In categorizing these "Styles of Teaching" the strengths and weaknesses of each method of teaching a physical education lesson were analyzed. Mosston's analyses showed that for any style a teacher might choose, certain aspects or possibilities of the teaching-learning situation were facilitated while other aspects were diminished. In other words, there are always strengths and weaknesses inherent in any teaching strategy (Mosston & Ashworth, 1994; Mosston & Ashworth, 2002). Table 1 displays a listing of the styles and a brief descriptive characteristic of each one.

Style	Style Name	Characteristic
A	Command	Students only move on signal from teacher
B	Practice	Self-paced student practice; feedback from teacher
C	Reciprocal	Feedback from a peer observer
D	Self-check	Feedback to self
E	Inclusion	Multiple levels of task difficulty
F	Guided discovery	Learning is directed by questions
G	Convergent production	Students converge on one correct answer
H	Divergent production	Multiple correct solutions to problem
I	Going beyond	Students conceive problem and solution

Table 1

This is the third article in a series which offers insight into each of the Teaching Styles. The first article in this series provided background information regarding the Spectrum of Teaching Styles, and a description of how the first style - Style A, or the Command Style - is used. The second article discussed the next of the Teaching Styles along the continuum - Style B, the Practice Style. Practical examples and suggestions regarding how Style B can be used in its' main form and how it is typically combined with the Style A were also included. This article will describe the characteristics, possibilities, and limitations inherent when students work in partnership with their peers. This Teaching Style known as the Reciprocal Style (Style C).

Limitations and solutions

As noted, an interesting aspect of the Mosston's so-called Spectrum of Teaching Styles is that quite often a weakness in one style is addressed by a strength in the next style along the continuum. For example, a weakness of the Command (A) Style is that there is little or no opportunity for the teacher or leader to provide performance feedback to the students because s/he is constantly giving

"commands" (Thomson, 2009). The essence of the Practice (B) Style is that the teacher/leader gives one command (e.g., "Begin") and then the students perform the designated activity at their own pace. Freed from giving constant movement cues, the instructor is able to circulate around the teaching area and give feedback to his/her students. However, in a large class it is difficult for one person to give timely feedback to all students. How long might it take for a teacher to go from student to student among 25-30 students, giving corrective feedback and watching further additional attempts of a skill? Obviously, the need to provide students timely feedback is important, and it is Style C which provides a way of facilitating this.

Style C - The Reciprocal Style

As in Styles A and B, this style begins with a teacher giving some kind of instruction in the performance of a particular skill.

A teacher or a competent student would demonstrate the correct technique of that skill, or perhaps a short video could be shown to the class. During the demonstration, the teacher will, of course, make sure the students are aware of the important skill cues for performing the task, indentifying crucial features of the task. S/he may also indicate what constitutes "success" in this task (Mosston & Ashworth, 2002). In Style C, the teacher is quite likely also to check for understanding by doing some number of demonstrations

that include common errors, asking students to identify the errors and give appropriate feedback. This ability to distinguish correct from incorrect technique is critical to this style. Why? Because this style coincides with the ability of the students to provide constructive feedback to their peers.

In the Reciprocal style of teaching, students work in pairs. One student (sometimes called the "doer") performs the skill practice repetitions. The other student fills the role of observer. This students' job is to provide feedback to his/her partner.

Suppose one of the objectives of a lesson is for the students to improve their ability to serve a tennis ball. Perhaps the students have been introduced to the skill in the previous lesson. Now the teacher wishes them to gain more practice but also wants to make sure each student gets performance feedback. The teacher explains and demonstrates how to execute this skill and then describes how students are to practice the skill. Each student pairs with another, and they are asked to take turns as both a performer and an observer. The performer (P) takes a given number of practice trials while being observed by their partner (O). During the student practice time, the teacher (T) circulates through and around the court area, offering encouragement to students. Figure 1 portrays a likely arrangement of students as described in this scenario.

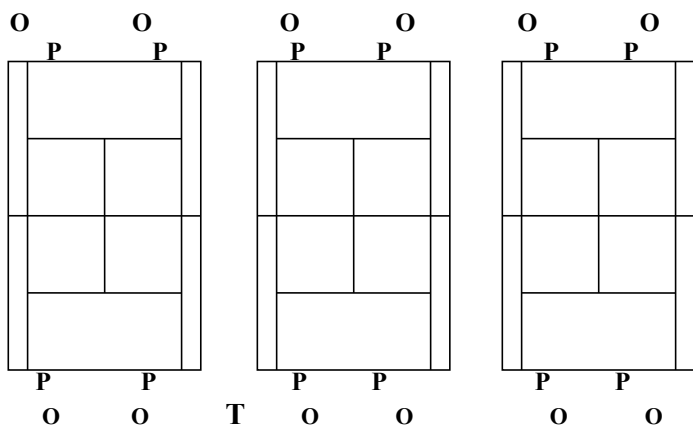


Figure 1

Characteristics of Style C

As noted previously, all styles have their strengths as well as weakness. It is crucial to remember a weakness of Style B is that it may be very difficult for a single teacher to give timely feedback to a large class of students in a given class period. Yet performance feedback can go a long way to helping students improve their skills (see, e.g., Kluka, 1999, and Magill, 2006). So, the first characteristic of Style C is that it seeks to address this potential problem. By designating a partner to observe performance, the teacher insures that all students receive feedback.

A second characteristic involves the role of the teacher. We often (correctly) think of the teacher as being the expert on teaching and learning and therefore assume that advice and augmented feedback will, and perhaps must, come from the teacher. However, in this teaching Style the teachers' role is to assist the observer and, in doing so, to refrain from directly giving feedback to the performer. This requires that the teacher "accept a new reality where he or she is not the only source of information" for the students (Mosston & Ashworth, 2002). While difficult, this act is terribly important. In terms of offering feedback, the teacher should communicate only with the observer, not the doer, because this action is necessary to support the role and efficacy of the observer. A typical scenario may help to clarify. Imagine the tennis serving example illustrated previously. The teacher approaches a pair of students, one of whom is serving balls and the other is observing. The teacher speaks to the observer in reference to the performing student:

Teacher: "How's he doing?"

Student: "Pretty good."

Teacher: "That's great! What have you noticed that is "good" about your partners' performance?"

Student: "Well, he's consistent on the height of his toss and he's getting his racquet arm extended as he swings up and out at the ball, just like you showed us."

Teacher: "Alright. Have you told him?"

Student: "Well . . . he already knows it."

Teacher: "Maybe, but you can help him remember it better if you tell him the good and even the not so good parts of his swing. Go ahead and tell him now (student relays information to performing partner). Thanks for doing that. What else do you notice?"

The conversation continues in this fashion; the teacher asks the observer what he or she has observed and makes sure the performer is receiving the information. In this way the teacher supports the role of the observer. The teacher helps the observer become a better observer, and the performing student comes to rely on his/her peer, as opposed to the teacher, for feedback. If the teacher were to give feedback to the performer, bypassing and usurping the observers' role, it would undermine the value of the observer in the eyes of both the performer and the observer (Mosston & Ashworth, 2002).

A third characteristic involves the preparation of the students to be good observers. The teacher needs to teach the students how to observe. S/he may say to the students, "Watch how I observe and give feedback to Bobby after he serves the ball three times" and then s/he might demonstrate how this happens. Teachers need to emphasize, and students need to realize, that students play an important role as observers and that they are trusted to perform this role. The teacher should help them prepare for this with practical suggestions about where to stand, when to give feedback, and how to phrase both the positive (what the performer is doing correctly) and the negative (what the performer is doing incorrectly) comments they need to share. Here are some typical examples of appropriate verbal communication:

"You're doing well because you're following the proper steps."

"I saw you shift your weight just like the teacher showed us."

"Well, on two of those serves I saw your toss was in the right place, but on one of them it wasn't far enough out in front of you."

"This observation sheet says to bring your hands up together, but I'm seeing them go up at different times."

Since the observers are not professional teachers and cannot be expected to remember all details of the task, it is obvious that observational charts or task sheets/cards are a very big help in this process! In fact, these criteria sheets have been identified as the "single factor that can determine the success of failure" of the Reciprocal lesson segment (Mosston & Ashworth, 1994). Task cards or sheets must be detailed enough so that the observer knows what to do and what to look for, but not so cumbersome as to be hard to follow. They must also be tailored to the reading level of the students. Figure 2 displays an example appropriate for middle and high school students.

Strengths of this Teaching Style

The obvious benefit of the Reciprocal Style is that all students are guaranteed feedback. Instead of the lone teacher trying to evaluate the performance of numerous students, some of whom will perform the skill many times for many minutes without corrective feedback, Style C insures feedback in a timely manner for everyone. The teacher needs to strongly emphasize to all students that the feedback should focus on the observed performance and nothing else. Performers need to be reassured only their skill, and nothing else about them (such as their intelligence, their likability, or their worth as a person), is being evaluated. In this way they come to realize the feedback they receive is not meant to criticize them as an individual, but rather is meant to help them improve their performance of the skill. Students may not have participated

Server _____ Observer _____

Server: Serve 3 times, making sure each time that your partner is watching your motion. Your partner will then give you some feedback about your serve. Use that feedback and serve 3 more times.

Observer: Watch your partner perform 3 serves, putting a checkmark (✓) in the appropriate box (boxes 1, 2, and 3) when you observe the correct technique being used. Then, give your partner feedback on what you observed. Then observe three more serves and mark in boxes 4, 5, and 6 and then give additional feedback. Switch roles after these 6 serves.

Service Reminders: 1. Continental grip 2. Hands down and up together as you toss ball and raise your racquet 3. Toss in front of hitting shoulder 4. Racquet moves up and outward as your weight shifts forward

	1	2	3	4	5	6
Grip						
Hands move together						
Toss in front of shoulder, out into court						
Racquet moves up and out						

Notes/What to work on:

Figure 2

in this type of learning situation before, and the so-called “social-emotional relationship” (Mosston & Ashworth, 1994) between partners may be tentative at first. Thus, it is important for teachers to emphasize to observers to confine their observations to specific comments about the skill.

A second benefit is that giving added responsibility to students should help them take a more active role in their learning and therefore increase that learning. In the tennis example, the observer is engaged cognitively in the task while his/her partner is hitting serves. If the observer has told his/her partner several times about getting the ball toss in front of the hitting shoulder, then he/she should be more likely to remember and execute that skill cue during his/her turn.

A third benefit can be the potential to help students grow in their social skills. Defining exactly how to interact with and help their partner gives clear boundaries for acceptable and unacceptable behaviors. Students whose comments are guided by the task sheet, and not by personal feelings, learn self control while developing trust with the partner (Mosston & Ashworth, 2002).

Weaknesses of this Teaching Style

The act of guaranteeing feedback by using student peers means that those observing peers are not performing the skill during those observations. Thus, the foremost obvious weakness is that student practice repetitions are cut in half. Although the decrease in repetitions is somewhat mitigated by the cognitive involvement in the task, it must be noted that during a lesson segment using Reciprocal Style the students will not perform as many skill repetitions as they could if the teacher allowed all students to serve on their own at their own pace (as in Style B).

A second weakness is the potential for students to be poor observers and thus give feedback of little or no value. This

speaks to the importance of a good task sheet and emphasizes the need for teachers to allow students to practice using the task sheet. The thoughtful teacher can do this by demonstrating the task several times and allowing the students to give feedback on the teachers’ performance. The teacher will probably need to demonstrate correct as well as incorrect technique. This will take a little time (more intrusion into student skill practice time) but will be important for the success of the lesson segment.

Finally, there may be inherent issues with student partnerships. Two good friends working together may want to spend more time socializing than performing. In collusion, they simply tell each other everything is alright. Conversely, two students who are unfriendly with each other could potentially be paired. Rather than collusion, they could quickly come into conflict (“That’s no good!” “Oh yeah?!?”). Rather than growing in social interaction skills, they end up arguing. As has been noted, the teacher must teach and emphasize correct behavior through use of the observation task sheet.

Summary of Style C characteristics and suggestions for use

Since it is hard to give timely feedback to students in large class sizes, Reciprocal Style teaching insures all students will, indeed, receive feedback about their skill performances through use of an observing peer. This feedback can help to support and solidify correct technique as well as eliminate or cut down on poor technique. Although the observer is not performing the task in the physical sense, the act of active observation at least engages that student cognitively, helping cement the performance cues in their memory for use when they do begin their skill practice.

On the other hand, motor skills require much practice to develop and refine, so for some amount of the lesson the opportunity for students to practice is cut down by the need to function as observers. Further, when working with a partner the opportunity to pull one another off task, either in collusion or conflict, is always present, and the teacher must spend some amount of time teaching students how to be partners.

How then might this style of teaching be best applied? As with other styles, it should be remembered that “styles” and “lessons” are not synonymous terms. These teaching styles can be, and in fact are meant to be, used in conjunction with any/all of the other styles. Teachers may be better served to use the styles in segments or portions of their lessons rather than staying with one style through an entire lesson. Teachers should certainly consider choosing any style in context with the lesson of the day and the previous learning experiences students have had.

Style C might be difficult to use in the beginning of a unit in which a particular skill is presented for the first time. Students will not have any familiarity with the skill; that skill might be hard to perform and harder still to give feedback about. However, once a general idea of skill performance is achieved, perhaps in a second lesson, peer observation can be very valuable in helping learners

refine their coordination and performance of the task. One can easily imagine using Command and Practice Styles in Day 1 of a unit of instruction to help students get a basic skill foundation, and then use Reciprocal Style during part of Day 2, and later days, of that unit. Five minutes here and five minutes there of focused observation can really help students with their skills, and may also help them become helpers in turn. In doing so, teachers may also give, and recognize, added responsibility for learning to the students, something that can be very rewarding for everyone. Of course, it would be great if a way could be devised to insure feedback for all students without cutting down on the amount of skill repetition they receive. Fortunately, one such way does exist. It is called the Self-Check Style of Teaching, and will be the focus on the next article in this series.

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In Honor of Teachers

Rip Marston, Professor, University of Northern Iowa, School of HPELS

Trey Leech, Assistant Professor, University of Northern Iowa, School of HPELS

On May 6, 2012 a monument to teachers was dedicated on the grounds of the Iowa State Capitol. Prior to the event, inquiries were sent to tour guides in all 50 states asking if there were any such memorials on their states' Capitol grounds. Based upon the responses, the Iowa TEACHER boulder now stands as the only monument to educators on any state capitol campus in our country. From the very conception of the idea to the culmination of the monument's dedication, the Iowa Association for Health, Physical Education, Recreation and Dance (IAHPERD) was instrumental in ensuring that this monument became a reality. This article will discuss the process and procedures the IAHPERD leadership followed to achieve this project. Although he is currently teaching in Iowa, one of the authors is a proud lifetime member of VAHPERD and is in hopes that by providing this information, VAHPERD members will be encouraged to create their own state monument in Richmond while contributing to a national trend focusing on our proud profession.

First, a little history behind the memorial may be insightful for the reader to understand the origination of the concept. In the application form to the Iowa Department of Administrative Services, the name given to the project was "The Teacher Monument" and the sponsoring group was listed as the Iowa Association for Health, Physical Education, Recreation and Dance. The application form was submitted in October 2011 and the dedication of the monument was May, 2012. This is a relatively short timeline when dealing with governmental bureaucracy. It is believed that this was due to the nature and intent of the request, namely to honor the noblest of professions with a public monument on behalf of our citizenry.

As the reader can imagine, there was a very meticulous process that had to be painstakingly pursued when dealing with governmental applications and procedures, especially when the request pertains to committing state capitol real estate. For example, one requirement was that the sponsoring group had to agree to maintain the monument in perpetuity. Hence the boulder quickly became a logical option due to its high durability yet low future maintenance features. Even "minor" details, such as which font to use on the boulder, had to be fully discussed and options evaluated. There would be no second chances or "re-dos" once the boulder was dedicated.

Recommendations for other state AAHPERD organizations:

1. Establish a small committee of dedicated, conscientious people who are known for their "can-do" attitudes and abilities.
2. Contact your state's capitol planning agency to ascertain the rules and regulations pertaining to establishing monuments on capitol grounds.
3. Identify contact individuals in related organizations such as the State Education Association, the Department of Education, state universities and the state's American Heart Association. Many of these organizations will have individuals similar with the various governmental agencies and the governmental protocols.

4. Following the parameters established by the state, develop a comprehensive plan describing the monument and its intent. Be flexible in your design but keep your ultimate objectives in focus during the process.

Every state AHPERD has its dedicated, larger than life member upon whom all others are judged. For us on the IAHPERD Council, it was Steve France. Although Steve lost his battle with cancer on November 5, 2008, the message he embodied and symbolized for decades will live on. The TEACHER Monument is an icon that symbolizes the noblest and brightest of what our profession has to offer our students and our society. It reflects the desire of teachers to having a positive influence on the students with whom they interact and the society in which they live. As mentioned earlier, one of the authors holds a lifetime membership to VAHPERD and he sincerely hopes that this success story will serve as motivation for VAHPERD's governing body to dedicate their own monument to Teachers on the Capitol grounds in Richmond. Health and Physical Educators can take the lead in establishing a monument that can serve as a daily reminder to future generations about the pride and honor we hold in our profession.

For readers who would like additional details about the project, Tim Lane and Tim O'Hagan can be contacted at the following addresses:

Tim Lane = tim.otblane@hotmail.com

Tim O'Hagan = tohagan@spirit-lake.k12.ia.us

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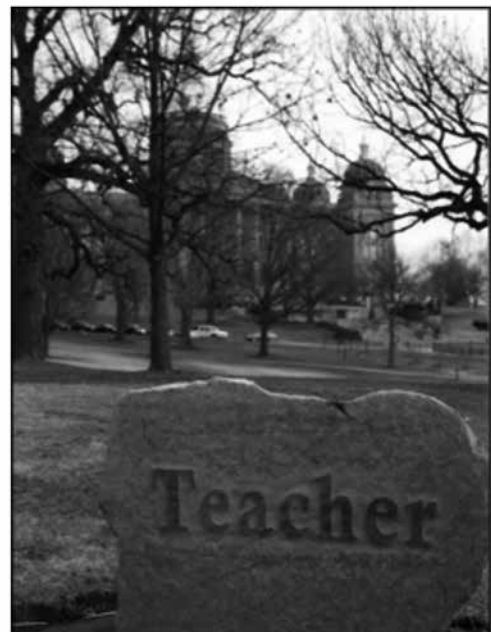


Photo of Monument with Capitol Building in Background

Triathlons, an Up and Coming Sport for Women at the Collegiate Level

Monica Pazmino-Cevallos, PhD, Radford University, Associate Professor, Department of Health and Human Performance

Within the last 40 years, triathlons have had incredible growth. The USA Triathlon Association reports that the sport is at an all-time high with 550,446 members in 2012 (2012 USA triathlon, 2013). Triathlons have not been included among the sports a student can compete in at the collegiate level but that may be changing soon for collegiate athletics. The NCAA's Emerging Sports Program thinks that triathlons are the next big sport possible at the collegiate level. To date, the NCAA Committee on Women's Athletics has several letters of support to begin the process to see if NCAA members would embrace triathlons as an emerging sport. The schools that have signed the letter of support include Adams State, Air Force, Arizona, Univ of Colorado-Colorado Springs, Denver, Drake, Maine-Farmington, Marymount (VA), Monmouth, UNC-Asheville, Northern Iowa and Stanford. The above mentioned schools represent Divisions I, II and III.

To date, the USA Triathlon association reports that there are over 150 club programs throughout the country but this would elevate the sport to a new level (Brown, 2013). While the sport has seen most of its growth in the last 20 years with representation from every age group from youth to seniors, the most under represented age group is that amongst college aged students (2012 USA triathlon, 2013).

With resources afforded to college athletics, colleges and universities would seem to be an ideal place to participate in such a sport. The mindset of balancing a healthy mind with a healthy body seems very prevalent amongst colleges and universities. There is also the notion of encouraging lifelong involvement in physical activity. While involvement in all disciplines is ideal, chances are that a competitor will remain active in a least one and hopefully continue a healthy lifestyle.

Collegiate Participation

More than a dozen NCAA member schools participated in the Collegiate Club Triathlon at Lake Lure in North Carolina on March 31st, 2012. This was done as an exhibition to show college and universities that adding triathlons to their athletic inventory is possible. While having a lack of facilities and costs seem to be the biggest obstacles, adding triathlons is feasible. While many schools do not have access to lakes or some type of waterfront, generally speaking, most institutions of higher education do have pools which can be used for the collegiate format. Schools are also not expected to close off whole towns for the bike or run portion. In most cases, the school's campus will work for the bike and the run. Therefore many advocates do not see facilities as an obstacle.

A major obstacle being related to cost is the expense of the bike. The schools that have signed the letters of support are in agreement that athletes would be expected to buy their own bikes or a portion of the bicycle (Brown, 2012). Luckily with the proposed collegiate format, bicycles would be regular road bikes and not the expensive or customized bikes that are seen on the elite and professional level of participation. The participating schools look to treat triathlons

like all other sports in regards to the bike. In most cases, athletes would be given a budget and expected to kick in the rest in order to acquire an acceptable bike.

While adding a sport to a school's roster would be an added expense, plans have been made to try and raise money during the participation of the triathlon (Brown, 2013). It has been proposed that universities host a triathlon for the general public utilizing the non-draft legal format for the typical cost of \$75-\$100 and when it is done, schools would run their collegiate race and have built in spectators and fan base. Typically, this is not how other sports acquire the funds needed but it is worth the effort in order to accomplish the goal of adding this sport to a school line-up. It should be noted that triathlons at the collegiate level would be very different than those at the professional level. The NCAA has proposed that they last somewhere in the neighborhood of between 60 and 90 minutes depending on the distances used. Different distances have been proposed which include 600 meters to 1k for the swim portion, 20-30k for the bike and 4-6k for the run (Brown, 2012)

Possible Adoption

The NCAA requires at least 40 varsity programs in order to seek championship sport status amongst the division (Brown, 2013). Several schools amongst the different divisions have shown support for this emerging sport but Legislative Committees for all three divisions will convene in January of 2014 in order to consider the proposal. It is possible that there could be adoption as early as January of 2014.

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Note: Monica Pazmino is an associate professor in the Department of Health and Human Performance (formerly known as Exercise, Sport, and Health Education) at Radford University.

Is the Modern American Lifestyle Hampering Children's Brain Development?

Tom Shenk, (brain.friendly@yahoo.com), is a former classroom and physical education teacher. He was a 2012 Virginia Regional Teacher of the Year

Unfortunately, I believe the answer to the question posed in the article headline is “Yes.” My study of recent brain research tells me that students today have more brain development issues than did children of past generations- (Melillo, 2012; Hannaford, 2005) If you’ve been working with children for more than 20 years, you may have seen this trend playing out in your classroom. Even if you haven’t, consider these statistics:

- In the 1940’s, only 1 in 5,000 children was diagnosed with autism. Today that number is a jaw-dropping 1 in 50! (Melillo, 2012; Blumberg, et. al, 2013)
- In the US, 11% of school aged children and 25% of high-school boys have ADHD (Kopicki, 2013)

These are just a few examples. If you do a little research, you’ll find the same dramatic increases in dyslexia, Asperger’s, Tourette’s Syndrome, obsessive-compulsive disorder, and other learning disabilities. In 2009, “1 out of every 6 five or six-year-olds was diagnosed with some form of neurological disorder that affects the ability to learn and socially interact,” and from 1999 to 2009, the number of special education students increased 46.9 percent. (Melillo, 2009) Many attribute this to healthcare professionals being better equipped to identify disorders, or to over-diagnosing, but this isn’t the whole story. A recent study found that those two factors account for only 40 percent of the increase in neurological disorders, which means the other 60 percent is real. (Melillo, 2012) The bottom line is that more and more of your students are entering our schools with less-than-healthy brain development—and the trend is likely to get worse.

“That’s pretty depressing,” you may be thinking, “Is there anything we can do to change all that?” Luckily, new brain research is showing we can, and Physical Educators are in a unique position to make it happen. To understand how, we need to understand what type of environment nurtures proper brain development. I’ll explain in two steps.

For step one, travel back with me in human history to the period before we learned to farm—when we hunted and gathered our food. What was life like in those days for a society of hunter-gatherers? Did they eat differently than we do today? What did they do for fun? How much physical activity did they get? What kind of social life did they experience? How did children (and adults) learn new things? Compare your ideas to mine on the following list.

Hunter-Gatherer Lifestyle

• Recreation

- Games
- Dancing, singing, instruments
- Storytelling
- Conversation
- Art
- Handicrafts

• Physical Activity

- Hard physical labor
- Walked an average of 12 miles/day

• Social/Emotional

- Family/clan
- High level of social interactions daily
- Cooperated to survive

• Nutrition

- Mostly meat, fruits, veggies, eggs and nuts
- Fresh foods with no additives
- Drank mostly water

• Environment

- Natural sunlight
- Fresh air
- Regular sleep patterns from sunset to sunrise

• Learning

- Real world, hands-on experiences while moving (work and play)
- Exploratory and experimental
- Self-directed and spontaneous
- Personal and emotional connection
- Multi-sensory
- Often through stories
- 1-on-1 or small groups, mixed ages
- Very social: done while talking and interacting with others
- Through observation & looking for patterns in nature
- Naturally learned things when developmentally ready

For step two, take a look at the next list. It’s a list of “stimulators” that brain research shows is critical for proper wiring of the human brain.

Needs for Healthy Brain Development

- Movement: by far the most important!
- A rich sensory environment
- Proper nutrition
- Proper hydration
- Proper sleep
- Low stress levels
- A safe, loving environment
- Exploration of emotions
- Hands-on experiences
- Self-directed exploration
- Music experiences
- Dancing
- Storytelling
- Free play
- Imagination experiences
- Social interaction
- Conversation

- Personal connections to what's being learned
- Learning when developmentally ready (Hannaford, 2005; Medina, 2008; Jensen, 2005; Ratey, 2008)

Did you notice how similar the two lists are? They are almost an exact match. I believe this indicates that *we still have the brain of a hunter-gatherer!*

But how is that possible? We left the hunter-gatherer lifestyle behind a very long time ago. Well, here's a little-known fact that will help explain how this is true. How much of our human history do you think we spent as hunter-gatherers? Let's pretend that all of human history has been condensed into one year, with January 1 as the day when early man first came on the scene, and December 31 as the present. At what point do you think humans learned to farm during that "year" of human history? February 7? November 24? July 13? Are you ready for the surprising answer? If all of human history were condensed into one year, we would've learned to farm...*early this morning, December 31!* (Smithsonian National Museum of Natural History website, 2013) That's right! We've spent 364 "days" as hunter-gatherers and only 1 "day" as farmers. That means that for the vast majority of our history, our brains had wired themselves to be most successful in a hunter-gatherer environment. So, our brains simply have not had a chance to adapt to modern life, especially the past fifty years as TV and computer technology have dramatically changed our lifestyle. Look again at the first list. How many children do you know that grow up in an environment like that? Not many, and I believe that's why so many children are developing these brain dysfunctions. And the problem is probably even bigger. This lack of healthy brain development is most certainly affecting more than just the children who have been diagnosed with a learning problem. The teachers I talk to tell me that for every diagnosed student they teach, they have two or three more "weak learners" for whom school is a constant struggle.

Allow me to support my hunter-gatherer theory with this amazing story comparing city and tribal children from Kwa Zulu, South Africa. The city children grow up much like children in the U.S., but the tribal children grow up in a very different way. This is what their tribal environment is like:

The nuclear family is very close, and there is a very high level of social harmony in the tribe. Newborns receive lots of love and touch from all the adults, who take personal responsibility for all tribal children. As they grow, their time is spent carving, weaving, taking care of animals, painting, singing, dancing, gathering firewood, storytelling, and playing creatively. All tribal members come together for evening meals, which are filled with conversation, tribal news, storytelling, and singing. Not surprisingly, they have no exposure to books, educational television, or educational technology. (Hannaford, 2005)

And how does this hunter-gatherer environment affect the tribal children's brains? Well, at the start of the school year approximately 10,000 city and tribal children are given a series of learning readiness tests. Check out these results:

- The two groups tested the same on two tests. •

- City children outscored tribal children on one test only: close-up visual focusing.
- Tribal children scored far superior on 47 of 50 tests! (Hannaford, 2005)

That's pretty compelling.

New brain research confirms that our modern lifestyle is wreaking havoc on our children's brains. Neurologists have discovered that ADHD, dyslexia, autism, Asperger's syndrome, Tourette's syndrome, obsessive-compulsive disorder, oppositional-defiant disorder, and many other learning disabilities all have the same underlying cause—Functional Disconnection Syndrome which is the imbalanced development of the two brain hemispheres (Melillo, 2009). Three factors are combining to create these imbalances.

First, the new field of epigenetics has found that our genes have small "switches" on the surface, called epigenes, that turn the gene On or Off, and it's our environment that flips the switches. (Cloud, 2010) If positive stimulation like movement is missing, or if negative stimulation like environmental toxins are present, a brain building epigene can be switched Off, preventing the next stage of brain development from taking place. The second factor is our flip-flopping brain development. Most people don't know that our brain hemispheres don't develop together. In the womb and during the first 2-3 years of life, primarily the right hemisphere is growing. Then development flips to the left hemisphere for 2-3 years. This flip-flopping continues until age ten. The third contributing factor is our modern American lifestyle, which has strayed very far from our hunter-gatherer roots. Here are the environmental factors that most inhibit healthy brain development:

- Lack of physical activity (biggest issue by far)
- Overweight & obesity
- Absentee parenting
- Television & computer games
- Stressful pregnancies & births
- Stressful lifestyles
- Environmental toxins
- Inadequate nutrition (Melillo, 2012)

Here's how these three factors combine to create a brain hemisphere imbalance. If a child's brain building genes are Off because their environment isn't providing the proper stimulation, the next stage of brain development won't take place properly. If this occurs from conception to age 2-3 when the right hemisphere is developing, the child will have a right side weakness, which means it will process information more slowly than the left. If it occurs when the left side is growing, the child will develop a left hemisphere weakness. The only differences between all of the neurobehavioral issues mentioned earlier are: 1) the side of weakness and 2) the severity of the weakness. These differences will determine the symptoms a child has, and in turn, which label they will be given. They are:

- Right hemisphere delays: ADHD, Asperger's, autism, Tourette's, OCD, ODD, etc.
- Left hemisphere delays: dyslexia, processing disorders, dyspraxia, dysgraphia, learning disabilities, reading & language disorders, etc. (Melillo, 2009; Hoelt et al, 2006; Stefanatos et al, 2006; Ozonoff, 1996)

Functional Disconnection Syndrome also helps explain a phenomenon that has baffled teachers for a long time: uneven skill development. How can a student be intelligent enough to solve complex math equations, but not write a coherent paragraph? How can a child read words, sentences and paragraphs, but not comprehend them? The answer is now clear. The functions that are controlled by the slower brain hemisphere will be weak, while the functions controlled by the other hemisphere will be normal or even above average.

It is important to make clear that no blame should be placed on parents of children with these issues. First, no one can be responsible for information they are unaware of. Second, epigenes can be passed on in the Off position, to successive generations. (Cloud, 2010) so a parent may give their children the perfect environment and still have neurobehavioral issues arise due to the environments of previous generations.

Knowing what we know about the hemispheres of the brain gives us the information we need to turn the tide of neurobehavioral issues. First, we can now offer dramatic help to children with ADHD, learning disabilities, autism, etc. We now have the ability to identify which hemisphere in a child is the weak one and then design a custom program of physical, sensory and mental exercises that stimulate the weak side only. In just 3-12 months most brain imbalance can be resolved, causing the symptoms of these disorders to dramatically improve, and in many cases, disappear completely. (Melillo, 2009) There are thousands of documented cases of children who have overcome their neurological issues in this fashion...all without medication. This is *big news!*

Second, we now have a road map for prevention. Television and technology are fine in moderation, but if we can teach parents to create more of the healthy stimulation of a hunter-gatherer environment in their homes, we will likely see a significant decline in the numbers of these neurobehavioral disorders in the future.

Education has a huge role to play as well. We can make our classrooms brain-friendly by mimicking a hunter-gatherer environment at all grade levels. However, we have a unique opportunity from pre-K through second grades that we can't afford to squander. Recognizing that not all children will enter school with healthy, well-balanced brains, we could steal a page from the playbook of Denmark (the highest student literacy rate in the world) and Finland (the #1 education system in the world). Their students don't start school until age six or seven, they don't start learning to read until age seven or eight, and many children attend "Forrest Kindergarten" between the ages of 2 ½ and six. Forrest Kindergarten is non-academic. Children run, climb and play creatively outside for four hours every day, rain or shine. They sing, dance, talk, explore and use their imaginations. By the time they reach school, very few of these children have learning problems. We could do the same. By dramatically reducing or eliminating academics in pre-k, kindergarten, first grade, and possibly even second, we can make these formative years more like Forrest Kindergarten, giving *all* children three or four years of proper brain stimulation. This would also provide time to test *all* children for a brain imbalance and correct it. Can you imagine what the next generation of students would be like if every single child hit third grade with a powerful, attentive, emotionally mature, balanced

brain? Amazing things would happen for these children, their families, and society as a whole!

By now, I'm sure you can see why Physical Educators are in a unique position to help reduce the rates of ADHD, learning disabilities, & autism. We, more than any other group, are the ones promoting the active lifestyle that builds healthy brains. With this knowledge we should be the most vocal advocates for affective education reform. I believe students, parents, teachers, administrators, educational leaders, and politicians are hungry for a new direction in education. Our national experiment with high-stakes testing is proving ineffective (Finland uses virtually no standardized testing). This time, as we set a new course, let's not try something just based on unproven theories. Brain research is giving us exciting new facts that have direct implications for education. Let's listen. We also have the "facts" of successful education techniques from places like Denmark and Finland. Let's listen. We can work together to bring about educational reform that actually works. Will you join me?

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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:

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Illustrations such as pictures, graphs, and drawings are valuable additions to manuscripts. Please send these embedded within your manuscript.

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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.

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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.



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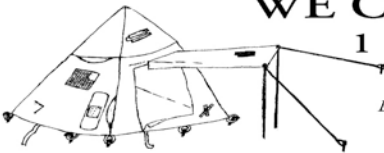
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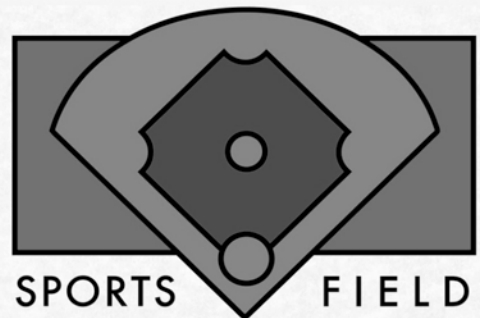
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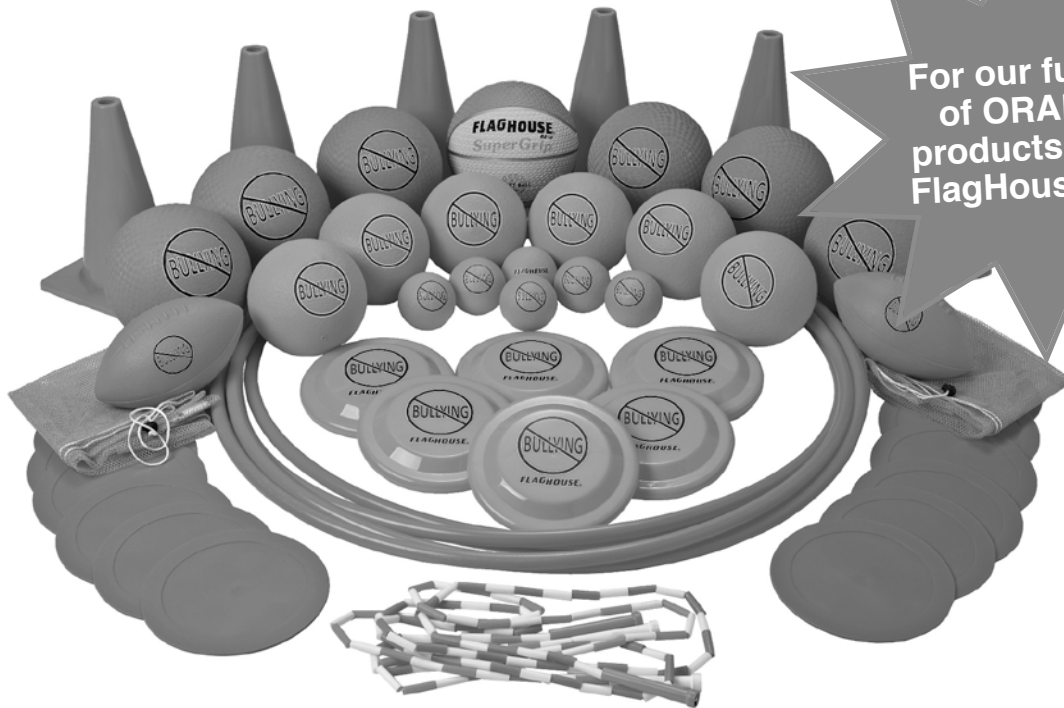
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