

# **KAHPERD**

KANSAS ASSOCIATION OF  
***Health • Physical Education • Recreation • Dance***

Volume 78 No. 2, Fall 2006



# KAHPERD JOURNAL

## Vol. 78 Fall, 2006 No. 2

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Jim Ross, NASPE Physical Educator of the year works with KAHPERD members at Operation Jump Start.

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The **KAHPERD Journal** is the official publication of the Kansas Association for Health, Physical Education, Recreation and Dance

The Journal is published two times each year - March and October in Hays, KS.

Editors: Glen McNeil and Joyce Ellis

Reviewers for peer reviewed articles are Leone Greene, Jeff Briggs, John Opplinger and Duane Shepherd.

#### **KAHPERD MISSION**

KAHPERD members seek to promote and advocate healthy active Kansans .

#### **Policy Statement**

Viewpoints expressed in this publication are those of the authors and do not necessarily reflect official policy of the association.

Acknowledgment is given to the Department of Health and Human Performance at Fort Hays State University for its support of the KAHPERD Journal.

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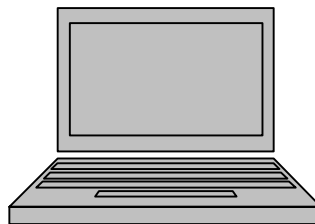
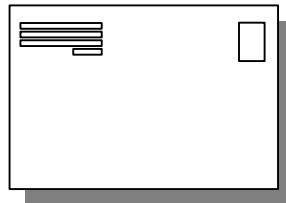
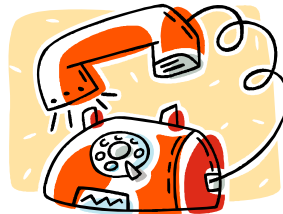
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Information for March  
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**April 15**

Information for May  
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**July 15**

Information for August  
newsletter due to editors

**August 15**

Information for October  
Journal due to editors

**December 15**

Information for January  
newsletter due to editors



## **President's Message: My Reflections & Visions**

As I sit on top of a mountain outside of Portland, Oregon, trying to write, I contemplate my last Journal message as KAHPERD President. I have been reflecting on what has been and try to visualize what could be. I wonder what I might say that is profound and meaningful to everyone. The answer is.....nothing. I can only speak from my heart.

When I think of reflections, I think of my Scout "Flying Up" ceremony that allowed me to leave behind my brown Brownie uniform to get my green Girl Scout uniform. During the ceremony we had to walk across a small bridge that was built over a mirror, made to look like a stream. We looked into the mirror at our reflection and quoted a little saying. I don't remember the quotation but I do remember looking at my reflection. I saw a little girl becoming a big girl and thinking about all my Brownie experiences that helped me to become something new.

After 41 years of teaching health and physical education, I decided that the 2005-2006 school year would be my last year to teach. It was a tough decision and I shed many tears but I knew it was the right decision. I have reflected on being a "Galley Girl", former students, colleagues, the changes and experiences that have been a part of me since I graduated from high school. I have thought about some of the second and third generations of students that I have had and the evolution of women in athletics. (I remember playing one-half court, limited dribble basketball!). I will never forget the friends I have made because my involvement in KAHPERD. For over two-thirds of my life I have been involved in education and it has been great.

It is difficult to reflect on my past year as KAHPERD president because it hard for me to separate the past year from all the other years of my involvement. I do know that there are some super people working for all of you that are involved in the areas of physical activity and health.

The importance for reflections is to use the past for learning. We keep the good things as they were and build upon them to make them better. The things that were not so good, we need to learn why they did not work and either scrap that idea or activity and find a new solution.

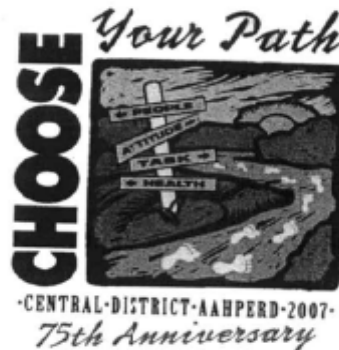
As I look toward the next few years, my visions for our schools is that the districts use their wellness plans as a working document and continue to work for healthier schools and quality, daily physical education. For Kansas, my vision is for our state leaders to understand about the development of the "total" child, that physical activity and the arts do enhance learning. And last but certainly not least, I see KAHPERD continuing to be a leader in the District and AAHPERD and a strong influence for advocating for healthy Kansans.

I want to thank Joyce for the invaluable support she has given me, both as a past president and a friend. Vicki is truly “Ms Health & Physical Activity”. We are so fortunate to have someone of her caliber as our Executive Director. Her guidance and expertise have been unbelievable. The Council and Executive Committee are on the right track and have such dedication to their professions. I want to wish Meggin the best as she takes over the helm. Her excitement and enthusiasm is unparalleled.

With the words of Sally Scherrer, “Hang on. You are in for the ride of you life!”, and Rebecca Kolls, “Get those hands dirty!”, I bid you a fond farewell.

*Vickie*

## Central District AAHPERD 2007 Convention



### **Choose Your Path**

to the **Central District AAHPERD** Convention and a healthier you!

Sheraton Hotel  
Overland Park, Kansas  
**April 26 – 28, 2007**



## Executive Director's Message

Executive Director's Message  
by Scott Gorman - Parliamentarian

Hola!

Your Executive Council welcomes you back from a summer hopefully filled with fun and fitness. After coaching 45 Legion baseball games I'm appropriately "pinch hitting" this message for Executive Director Vicki Worrell while she is busy serving as Central District President. I will use this time to briefly update everyone regarding KAHPERD's awards opportunities. KAHPERD has an established program of recognition awards for fellow teachers, school administrators and our student majors or "future professionals" as well.

Please become a real player in the awards game by simply checking out the complete list of awards and the specific criteria for each award or on the KAHPERD web and get ready to have some fun. One nomination letter from you and two additional support letters gets the nomination ball rolling. Once you've contacted and received your nominee's vitae please send all four documents to our KAHPERD Awards Chair Joella Mehrhof at Emporia State by the annual July 1st deadline.

The 2006 KAHPERD Awards include the following: the Wayne Osness Honor Award, the Vickie Worrell Service Award, the Young Professional Award, the Recreation Professional Award, the Dance Educator Award, the Health Professional Award and our Outstanding Teaching Awards for Adapted, Elementary, Middle School and Secondary Teachers of the Year. We also recognize an Outstanding Administrator and both a Jump Rope for Heart (JRFH) and Hoops for Heart (HFH) leader at each convention. Our Outstanding Student Major of the Year Awards have been purposely expanded to include a category for both undergraduate and graduate candidates.

On behalf of your Executive Council I invite you to mark your calendar for our upcoming convention scheduled for November 2nd and 3rd at Emporia State University. Besides having the convention uniquely scheduled for Thursday and Friday, the ESU Convention Committee and your elected Council members have a truly fantastic program ready for your participation and enjoyment. Bring a colleague, bring & mentor a student major, bring your principal, carpool, ride a bike, snowshoe, dance your way... you get the idea... simply be there!!!



Operation Jump Start was a KAHPERD sponsored workshop held for the first time in January of 2006. Jim Ross, NASPE Physical Educator of the Year, was the activity presenter.



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# Anorexia Nervosa During Adolescence

Jessica Martinez

The number of adolescents with diagnosed anorexia nervosa or bulimia nervosa is climbing and there are many adolescents with disordered eating behaviors that remain undiagnosed and untreated. So we obviously know that there is a problem! What can we as educators do to aid in the process of fixing this? First, we need to educate ourselves on the eating disorders and how they are affecting our youth today, and then we need to educate the students on the eating disorders and offer resources if they need help.

Physically, adolescents with eating disorders form a spectrum, from extremely thin to extremely heavy. Between the extremes are various types of physiques. Adolescents with disordered eating behaviors have underlying problems. As educators it is important that we understand the underlying neurological issue so that we can adequately help the adolescent with the disorder.

Adolescents affected by anorexia nervosa often ignore or even lose their feelings of hunger. The motivation they have to be thin keeps them from eating. An adolescent with anorexia nervosa might display the symptoms below: refusal to maintain body weight at or above minimal normal weight for age and height, loss or failure to gain weight with maintenance weight 15% below expected, fear of gaining weight or becoming fat although underweight, disturbed experience or evaluation of body weight, size or shape, feeling fat although underweight, and the absence of three consecutive menstrual cycles.  
(<http://faculty.washington.edu>)

The adolescent with anorexia nervosa has traditionally been the “model child”. They fit into their family and meet the high expectations of their parents and teachers. It seems that suddenly they will start to display compulsive attitudes about their weight and food consumption. Life for the adolescent often appears to be out of control. They feel too fat and begin to think that they have to be slim in order to be a worthy person.

In the beginning stage of anorexia nervosa physical symptoms are connected to extreme weight loss, excessive exercise, inadequate nutritional status, and interrupted menses. Recognizing the symptoms of anorexia nervosa is the most important early intervention strategy. Once the symptoms are recognized immediate care is necessary. Care needs to include individual/family psychotherapy and medical nutritional therapy. Strong resistance to therapy and high incidence of relapse are common outcomes of adolescents dealing with anorexia nervosa.

So as educators where do we go from here? Not only do we need to educate the adolescents we need to educate the parents. Specific techniques include: involving young children in food preparation—setting the table, choosing fruits and vegetables, follow signs that children are ready to help, teach label reading, focus on un processed foods, and limit sugars and fats.

Helpful resources include:

[www.aedweb.org](http://www.aedweb.org)

[www.psych.org](http://www.psych.org)

[www.faculty.washington.edu](http://www.faculty.washington.edu)

# Geocaching 101

by  
Andy Battenfield

“Let’s go Geocaching!” “Geo-what?” It’s Geocaching, pronounced GEO-caching. The word Geocaching can be broken up into two parts. First geo is a Latin root for Earth. The final part of the word is caching or cache. Cache is a French word which refers to a hiding place someone would use so they could find later. Put them both together and it is an object that a fellow geocacher has hidden somewhere on Earth.

In the Fall 2002 KAHPERD Journal, Damon Leiss called orienteering, “an Easter egg hunt on steroids.” If BALCO dumped everything they have ever made into orienteering that would be Geocaching. Geocaching is a global game. As of now there are over 200,000 caches hidden in 222 countries around the world.

All we need to get started is a computer with internet access and a Global Positioning System (GPS). A GPS is a handheld unit that connects to satellites in space that tells you where you are on Earth.

The way it works is simple. You first start at your computer. Next, you go to [www.geocaching.com](http://www.geocaching.com). From here you will be able to create a login name and password so you can search for geocaches in your area. Once you have found the geocaches in your area you must take note of their coordinates. The coordinates is the longitude and latitude a certain geocache possesses. Once you have the coordinates you can program them into your GPS. Now you are ready

to go on a hunt. With your GPS in hand, it will show you how to get to the geocache you are looking for. Once you have found the geocache you must follow the rules of the game. If you take something, you must leave something. For instance, if something in the cache is worth \$5 that you want, you must leave something in the cache worth \$5. On the other hand, if you do not want to take anything at all, you do not have to. Finding the cache is most of the fun. It is just an added bonus to see what was left behind by other geocachers.

Geocaching is a fun and exciting new way to get out and get exercise. This is also a great way to spend some time with your family and friends.



**MEET YOUR  
KAHPERD PRESIDENT- ELECT CANDIDATES**

**Jodie Leiss and Rhonda Holt**



**Jodie Leiss**  
President-Elect Candidate

My name is Jodie Leiss and I am running for President-elect of KAHPERD. I will soon begin my fourth year of teaching as an elementary physical education teacher at Village Elementary in Emporia, Kansas. My husband, Damon, and I have been married for 23 years and we have four wonderful children and a wonderful son-in-law too! I graduated from

Emporia State University in May, 2003 with my undergraduate degree and I will soon finish my graduate degree, also at Emporia State University.

When I first started school at ESU, my children were 14, 12, 8, and 3. I worked 30 hours per week as a medical assistant, commuted ten hours a week from Ottawa, Kansas to Emporia, and took a full load of courses while my husband was working on his graduate degree and coaching football fulltime at Ottawa University. I often said that I was a single mom of four children during football season. Maybe it was crazy to think that I could achieve my goal of becoming a physical education teacher. After all, I cannot recall how many times people would tell me “you can’t do that” when they would hear of my goal. Not only did I succeed, I graduated with honors.

I was successful because of my family, my professors at ESU, and the wonderful individuals of KAHPERD! My first experience with KAHPERD was while attending a Winter Workshop in Wichita. I did not know what to expect, but I had the time of my life. I met some of the most positive, invigorating, and enjoyable people I have ever met. Over the years, many of you have taken me under your wings. You have given me guidance and support for which I am truly grateful.

It is because of my experiences and determination that make me a great candidate for KAHPERD President. KAHPERD is an incredible organization that gets better every year. Whether your area of expertise is in the area of health, physical education, recreation or dance, we have an important task ahead of us to continue to educate Kansans on the benefits of being active and living a healthy lifestyle. Sometimes this can be a daunting task as many individuals are looking for a “quick” fix to look and feel better. I believe that as members of KAHPERD we must continue to educate, motivate and advocate not only the individuals of Kansas, but ourselves. If we want to educate others, we must be willing to educate ourselves. If we want to motivate others, we must be motivated ourselves. If we want others to know about our wonderful organization, we must be willing to get out of our comfort zones and let others know what we are all about.



## **Rhonda Holt**

### **President-Elect Candidate**

I believe there are three reasons why I would like to serve KAHPERD as President. If given the opportunity to work in that role, I would give back to this great organization the efforts of my passion for quality physical education, health education and recreational activities, the experience of being in the profession for many years, and the persistence of maintaining the goals and initiatives that make KAHPERD the successful organization it is.

The longer I am in this profession, the more passionate I have become about the importance of what we do each and every day. I will keep that passion going strong as the president of KAHPERD and will work to keep that fire lit in the members as well. KAHPERD has many opportunities that members can take advantage of on a regular basis. Unfortunately, only a small percentage of our members do so. One goal I will have is to work with various committees and individuals to help better promote services such as the KAHPERD web site which has information relating to upcoming events, the Kan-Do project, grants that are available, pod casts and more. Our members should be encouraged to check the web site regularly and take advantage of the wealth of information that is available on that site.

We need to continue to encourage our members to hold Jump Rope and Hoops for Heart events. The American Heart Association provides numerous resources and is a great advocate for our profession and we should do our part to support their efforts. Changes have been made in the format of our state convention based on input from the members. Our Journal is also in the process of taking on a “new look”. I will continue to work to help KAHPERD provide meaningful conventions and workshops based on the needs and interest of our members and make sure the Journal is a valuable resource. When individuals are better informed, and motivated to become more involved in our organization that passion for our profession leads to excitement which will carry over into our daily efforts of promoting healthy, active lifestyles.

Having been a physical educator for thirty years has given me opportunities to learn from the best. Attending state, district and national conventions, subscribing to professional journals, and attending workshops whenever possible, help me to stay current with best practices, research and new ideas. Through numerous presentations at other state conventions and national conventions, I have met wonderful professionals who I have learned from and grown professionally myself. Having served on COPEC (Council of Physical Education for Children and a part of NASPE and AAHPERD) for three years, I have been able to stay informed of initiatives at the national level and how they affect us at the state level, as well as meet many people who are dedicated to our profession. Another goal as your president would be to utilize the contacts that have made to continue to make our conventions and workshops a dynamic experience. By offering new and creative ideas from the leaders in our profession, KAHPERD members will grow professionally. By continuing to improve the quality of professional development resources, whether it be our convention and workshops, our Journal, or the web site, I will work to ensure opportunities for KAHPERD members to learn and grow professionally.

Persistence is a key to success. While I will have my own goals and ideas for ways to improve KAHPERD, I am committed to continuing the plans that have been started by our incoming president. Initiatives are underway to work for policy changes at the state level. This will be a process that takes time and persistence. I will continue the groundwork that has been laid to work with the State Legislature to promote the importance of a middle school requirement at the state level. With the current requirement for each district to develop a Health and Wellness Policy, we have the opportunity to work with district level administrators to make sure these policies are more than a piece of paper. Recess and physical activity guidelines have been developed by NASPE. The district wellness policies are the perfect place to ensure that these guidelines are followed in our schools.

Through persistence and teamwork, passion and excitement, and professional growth opportunities, we will continue to move this organization along the path of excellence. It would be an honor to serve the members of KAHPERD as their president.

## Techniques used for Organizing and Teaching Games

by  
Joan Bolt  
Eisenhower Elementary School  
Norton, Ks

*Over the years I have learned that there are some “tips” that can be used in an elementary level setting when introducing new games and activities to the students. These organizational and suggested techniques can save time and effort therefore giving the students the full benefit of your time with them.*

1. Obtain the attention of all the participants before explaining the game. This can be done a variety of ways.. ( hand claps, raising hands, a catchy phrase or song.)
2. Using a warm-up first (such as jogging a lap) can help better obtain attention.
3. Announcing the game first can be a time waster. Hearing the name first seems to often stimulate the children to such a degree that time a effort must be spent to regain their attention. Give the directions first making sure they are clear then give the name of the game.
4. When explaining or demonstrating the teacher should have the view of all the students. I always say “make sure I can see your eyes” in order to insure all the students are easily seen.
5. When possible get the group into the game formation before the demonstration or explanation.
6. A demonstration of how the game is played is often more effective than an explanation.

7. If the rules are complex, have a “practice run”, then ask if there are any questions. Be sure all students are attentive during the question and answer period.
8. Whenever possible any corrections needed should be made without stopping the game. Only correct one item at a time to avoid confusion.
9. I avoid scoring games as much as possible. However, in the upper level (4th-6th grade) some type of scoring or small fun consequence system can stimulate interest thus get more interest and involvement from players
10. If a specific skill is important to play the game, relays can be helpful in teaching that technique or skill before the game is introduced.
11. To spike interest or insure game succ the teacher can be the first “it” in a game. chose an alert student to begin the play.
12. If having a team competition arrange the teams so that they are equal as much as possible (especially in 4th grade on up).
13. When possible in the 5th and 6th grade level the teacher should provide opportunities for the girls to compete against the boys. This works especially well if the game involves running because they would be on an equal basis.

# Wellness-Based Courses vs. Activity-Based Courses: Which one does the best job?

by

Jeff Burnett, Lynn Maska & Duane Shepherd  
Fort Hays State University

The term “wellness” is a relatively common term in the vocabulary of most American’s today. The wellness movement has become increasingly important in society as well as in the school’s educational system. Let’s all remember that the major health problems in the Western hemisphere were tuberculosis, influenza, polio, kidney diseases and diphtheria. With the advancement of technology, many of these diseases have been eliminated. This progression of technology has changed the new diseases that now plague North America. Cardiovascular diseases have now taken the place if diphtheria, polio and tuberculosis. The trend in the American multi-diverse culture is the idea of preventative medicine instead of treatment of disease.

When Halbert L. Dunn introduced this term in the 1950’s, the American industry quickly realized the importance of this concept. Corporations soon adopted this concept of wellness as part of their corporate philosophy. This strategy was meant to keep the American worker on the job with absenteeism at a minimum. The corporate world, assumed correctly, the healthier the worker, the better the job performance (Burnett, 2001).

In 1980, the State University of New York in Albany organized a wellness program that became the best known and most highly respected program in a university setting (Salisch, 1980). The idea of the wellness program had finally

spilled over into the education setting. With the success of the program in Albany, a general expansion of this concept has and is sweeping across the universities. Today, many of our universities in Kansas are building, renovating or planning new wellness centers to accommodate the faculty, staff and students.

Colleges and universities have a responsibility to provide an opportunity for students to participate in regular physical activity. Many institutions of higher education are now providing this opportunity. Data suggests that 92% of all colleges and universities offer courses in physical education and 60% require students to participate in some form of physical education as a graduation requirement (Trimble & Hensley, 1984). In a study by Hensley (2000), 96% of the 600 institutions randomly selected reported offering physical education activity courses. Despite these efforts by colleges and universities to provide an opportunity for physical activity, a key issue is how to motivate the students to use these resources. The student’s attitude toward physical activity is an essential component in their motivation (Kilpatrick, Herbert & Bartholomew, 2005).

Historically, physical education put its emphasis on the teaching of children, young adults and adults in an activity setting, but physical education has expanded to include the development of

the whole person, which is emphasized in the term wellness. This idea, as most of us have experienced, has made its way to the undergraduate curriculum. Whether we are promoting this concept through a wellness course or the traditional activity course, we are all striving for the same goal, a healthier society.

Health education also plays a role in improving attitude toward physical activity and exercise. Pearman, et al. (1997) and Adams & Brynteson (1992, 1993) agreed that required physical education classes that incorporate both lecture and physical activity result in a greater attitude improvement and participation in exercise. They also reported a significant difference in attitude improvement in the courses that incorporate physical activity and lecture versus courses with physical activity or lecture alone.

In this profession, we are aware that attitude is a major predisposing factor that influences wellness/physical activity involvement. University required physical activity and wellness courses have been designed to promote and educate students in the importance of life-long wellness/activity. This is where our dilemma begins. Which course does a better job in changing one's attitude toward physical activity, an activity-based course or a wellness-based course?

The research is inconclusive. Hergert (1969), Zainchowsky (1975), Hull (1986), and Hatton (1996) all suggest that activity-courses are more persuasive at changing one's attitude toward physical activity than a wellness-based (cognitive) course. Kidd (1971) and

McClanahan (1990) concluded that wellness based courses have a more positive influence on attitudes than activity-based courses. In 2001, Burnett investigated this same problem. He concluded that both have a positive effect on one's attitude toward physical activity.

As universities keep pushing the wellness concept, should we not keep this research in mind? Would it not make the most sense to combine the two (cognitive and activity) into one hybrid course? This new hybrid course would actually combine findings of what the research suggests from all perspectives and learning styles. But will this actually create a better learning environment that affects one's attitude toward physical activity? The research is leading us into this direction.

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## **Prep Your Coaches for the Fall Sport Season!**

from  
NASPE

New and Updated Material from NASPE

NASPE published the second edition of "Quality Sports, Quality Coaches: the National Standards for Sport Coaches" this year. This valuable resource, supported by over 100 sport organizations, outlines what coaches should know, value, and be able to do and is a framework that should be used to design a quality coaching education program. It can also be used by coaches as a personal "inventory" of the skills and concepts they need in order to be successful. Further details and a downloadable PDF to share with your staff, administrators and principals can be found at:

<http://www.aahperd.org/naspe/template.cfm?template=domainsStandards.html>,

In addition, NASPE is pleased to provide the following information in preparation for pre-season coaches meetings - for use by the coaches themselves or by athletic administrators.

- Program Orientation for High School Sport Coaches
- Rights and Responsibilities of Student Athletes
- Coaching the Parents
- Parents' and Coaches' Guide to Dehydration and Other Heat Illnesses in Children
- Coaches Code of Conduct
- Sexual Harassment in Athletic Settings

All can be accessed on the NASPE website -

<http://www.aahperd.org/naspe/template.cfm?template=position-papers.html>

### **Jump Rope for Heart Grant Program**

As a Jump Rope For Heart/Hoops for Heart coordinator you are eligible to apply for the AAHPERD JRFH/HFH Grant Program! This grant will subsidize your AAHPERD membership and attendance at the AAHPERD National Convention, as well as provide you with the opportunity to purchase equipment that will enhance your physical education program in a way that aligns with NASPE Standards and Guidelines.

[http://www.aahperd.org/jump/pdf\\_files/grant.pdf](http://www.aahperd.org/jump/pdf_files/grant.pdf)

# **KAHPERD**

## **Convention**

**Thursday November 2 and Friday, November 3**  
**Emporia State University**  
**Emporia, KS**

### **Included in the list of Presenters**

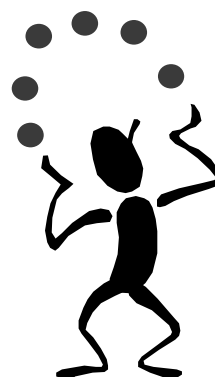
- Three National Teachers of the Year
- *Past AAHPERD President*
- National Guru for Technology in HPERD
- *Founder of PELINKSU*
- Nationally recognized health educators
- *Two Central District Teachers of the Year*
- KAHPERD Member Presentation

**Opening  
Meet and Greet  
Wednesday – 9:00  
pm**

**Awards Banquet  
Thursday – 6:30 pm**

**D.J. and Social  
Thursday – 9:00 pm**

Join us at the **CONVENTION**



# KAHPERD CONVENTION

## Program and Presentation Information

Convention Dates: November 2 and 3, 2006  
Emporia State University

### Special Convention Presenters

**Ann Griffin** – National Adapted Physical Education Teacher of the Year (2005). Ms. Griffin is the Adapted Physical Education Consultant for the Grant Wood Area Education Agency, in Cedar Rapids, Iowa where she provides support services to 33 school districts and 22 non-public schools in seven counties.

**Krista Winn** – National Elementary Physical Educator of the Year (2006). Ms. Winn is an elementary physical educator from Port Angeles, Washington. She is highly active in the promotion of quality physical education programs through her work with state-wide advocacy programs, as well as serving on the NASPE Public Relations committee.

**Dr. Steve Jeffries** – Professor in the Department of Physical Education, Health, and Leisure Services at Central Washington University in Ellensburg, Washington. Dr. Jeffries is the creator and director of PELINKS4U which is a non-profit program dedicated to promoting active and healthy lifestyles.

**Dr. Bonnie Mohnsen** – CEO of Bonnie's Fitware, Inc. Dr. Mohnsen is a nationally recognized provider of software and technology equipment and training for HPERD. Located in Cerritos, California, she travels the United States introducing current trends of incorporating technology into instruction.

**Dr. Karen Dowd** – Past AAHPERD President. Dr. Dowd has served as the Executive Director of both the Oklahoma and now the Florida AAHPERD. She is well known for her motivational manner of presentation and her interest in future professionals.

**Dr. Gary English** – Director of Coordinated School Health. Dr. English coordinates the school health program with the Oregon Department of Education.

**Marla Drewel-Lynch** – Central District AAHPERD Health Educator of the Year (2005). Ms. Drewel is the health and physical education specialist in the Kirkwood School District in Kirkwood, Missouri. She is a well-known health education presenter often using her alter ego, Professor Gertrude Behealthy, as the motivation for instruction.

**Dom Splendorio** – Past New York Health Educator of the Year. Mr. Splendorio is a private consultant through Health Advocates, LLC and is national presenter on health education topics.

**Jonette Dixon** – Central District AAHPERD Middle School Physical Educator of the Year (2004) Ms. Dixon teaches physical education at Warrensburg Middle School in Warrensburg, Missouri. Her creative instructional methods have allowed her to gain recognition both regionally and nationally.

**Dr. Ruth Nyhus** – Professor in the Department of Health and Physical Education at Central Missouri State University in Warrensburg, Missouri. Dr. Nyhus is a pedagogy specialist in the areas of middle and secondary education.

**Karen Simmons** – Health Educator. Ms. Simmons is a middle school health educator in Pensacola, Florida. She is a specialist in health teaching strategies and effective teaching practices.

## **Convention Schedule**

### **Thursday: November 2 and Friday: November 3**

#### **Registration:**

Wednesday night – Travelodge (6:30 – 8:00 pm)  
Thursday morning – Physical Education Building (7:30 am – 9:30 am)

#### **Convention Motel:**

Travelodge (620-343-2200)  
2700 West 18<sup>th</sup> Avenue  
Emporia, KS  
Room Rate: \$53.95 per room plus tax  
Rooms must be reserved by October 15, 2006 to receive this rate.  
When reserving a room, identify yourself as a KAHPERD group member.

#### **Socials/Events:**

##### ***Wednesday night***

Council Meeting – Travelodge (7:00 pm – 9:00 pm)  
Meet and Greet – Travelodge (9:00 pm - Refreshments will be served)

##### ***Thursday night***

President's Social – ESU Alumni Center (5:15 to 6:15 pm)  
Emporia State University Social – ESU Alumni Center (5:15 to 6:15 pm)  
KAHPERD Awards Banquet – Webb Hall of the ESU Memorial Union (6:30 pm)

##### ***Friday morning***

Council Meeting – ESU Physical Education Building (11:15 am)

#### **Convention Session Schedule:**

##### **Health Education Sessions:**

Teaching Middle School Sex Education – Simmons (8:30 – Thursday)  
Health-ful Teaching Tips: Stocking your Curriculum with New Ideas – Smith (9:30 – Thursday)  
Keeping Health Education Fun with Professor Gertrude Behealthy (Part 1) – Lynch (10:30 – Thursday)  
Historical Characters in Nutrition – McNeil/Miles (11:30 – Thursday)  
Yellow Brick Path to Aligned Coordinated School Health Model – Brooks/Koonce (1:00 – Thursday)  
Drug and Alcohol Information – English (2:00 – Thursday)  
Tobacco Education – Splendorio (8:30 – Friday)  
Tricks of the Trade – Lynch (10:30 – Friday)

##### **Elementary Physical Education Sessions:**

Mixing It Up: Integrating in Physical Education – Brewer/Leiss (8:30 – Thursday)  
Teaching Developmentally Appropriate Tumbling – Moore (9:30 – Thursday)  
What Am I Supposed to Do with Preschoolers? – Calder (10:30 – Thursday)  
The Body Shop: Meet the Muscle Mechanic – Winn (2:00 – Thursday)  
Fast Paced Activities for Eye-Hand/Eye-Foot Coordination – Howard (8:30 – Friday)  
A Rainbow of Success – Winn (10:30 – Friday)

##### **Adapted Physical Education Sessions:**

Adapted Physical Education Consortium – Brungardt/Trail/Kochensperger (8:30 – Thursday)  
Access-ories: Equipment Designed with Activity in Mind – Griffin (9:30 – Thursday)  
Movement, Monkeys and Friendship – Combs (10:30 – Thursday)  
Toys from Trash: You'll Never Look at Your Garbage the Same Way Again – Griffin (1:00 – Thursday)  
Physical Activity Ideas for Hyperactive Children – Green/Mirtz (2:00 – Thursday)  
Structuring the Gym for Learners with Communicative Disorders – Weldon/Trail (9:30 – Friday)

**Middle School/High School Sessions:**

Resistance Training Myths - Shepherd/Burnett (8:30 – Thursday)  
Tennis in the Gym – Robertson (9:30 – Thursday)  
Coaching Tips: Making Running Fun – Stanbrough (10:30 – Thursday)  
Standard Based Middle School Curriculum: Beyond Busy, Happy, Good – Mohnsen (10:30 – Thursday)  
EASY Assessment – Nyhus/Dixon (11:30 – Thursday)  
Cooperative Games Using Inflatable Balls – Killingsworth (11:30 – Thursday)  
Games to Enhance the Teaching of Self Defense – Leiss (1:00 – Thursday)  
H-Ball! It's Fun, It's Fast, It's Active! – Oppliger/Hefley (1:00 – Thursday)  
Old Games with a New Twist – DiLisio/Williams (2:00 – Thursday)  
Bullying Prevention for Middle/High School Students – Martinez/Moore (8:30 – Friday)  
Jump, Dive, Catch, and Throw Your Way into Ultimate – Dixon/Nyhus (9:30 – Friday)

**Dance Sessions:**

Fire Up Your Kids with Zumba – Spessor (8:30 – Thursday)  
Line Dancing for All – Martinez (10:30 – Thursday)  
When the Old Stuff was New – Cook (11:30 – Thursday)  
If Bubba Can Dance, So Can YOU – Maska/Ellis (2:00 – Thursday)  
A Little Bit of Country – A Whole Lot of Fun – Bolt/DiLisio (9:30 – Friday)

**Recreation Sessions:**

Expand your Juggling Horizons – Butler (10:30 – Thursday)  
Outdoor Activity Games – Hodges/Tjaden (9:30 – Thursday)  
Fly Fishing Basics: Because Trout Don't Live in Ugly Places – Gorman (1:00 – Thursday)  
Orienteering – Gorman (10:30 – Friday)  
Boccia: A Sport for All – Drobny (10:30 – Friday)

**Special Sessions:**

Tips for Managing Your Career – Dowd (9:30 – Thursday)  
Designing a PE Curriculum that Makes Sense – Jeffries (8:30 – Thursday)  
Inactive and Overweight Kids: What Can Physical Educators Do? – Jeffries (11:30 – Thursday)  
Got Tech: Too Much Info – Too Little Time – Mohnsen (1:00 – Thursday)  
Combining Karaoke and Exercise – WOW!!! – Jewett (8:30 – Friday)  
Cool New Classroom Technology – Butler (9:30 – Friday)  
Enhance your Study Skills: Study Abroad – Ferguson (9:30 – Friday)  
Yogalates – Lyon (10:30 – Friday)

**Mini Sessions: (20 minute sessions)**

Daily Cross Brain Warm-Up Movements and Running – Howard (12:30 – Thursday)  
Learn to Double Dutch Jump Rope – Worrell (12:30 – Thursday)  
Steppin' Out Program – Rucker/Weber (12:30 – Thursday)  
Tiddly Winks and Marbles – Ermler (12:30 – Thursday)  
Lead UP Games for Floor Hockey – Henley/Akin (12:30 – Thursday)  
FYI, BMI, ASAP! – Jewett (12:30 – Thursday)  
Chinese Jump Bands – Dyke (3:00 – Thursday)  
Peaceful Playgrounds: Make Your Recess Great (3:00 – Thursday)  
Join the Revolution. . . Video Games in PE – Stinson (3:00 – Thursday)  
Kin-Ball – Killingsworth (3:00 – Thursday)  
Fielding and Batting Lead-Up Activities – Akin/Henley (3:00 – Thursday)



Photos by Brenda Sharp.

KAHPERD activities and from physical education classes, Jump Rope for Heart and Play Day at Cunningham Grade School.

## Health Education Section News: the Newly Graduated Shall Lead Us

by  
Cynthia Akagi, Health Chair Elect

As I emailed health colleagues around the state, two weeks before school started, whether K-12 or college health, we were all in the same place—beginning to plan our fall semester. What new classroom and homework activities will I implement this year to help my students retain and practice healthy living skills? In the last few years I have been energized by the fact that our young HPE professionals are excited not only about teaching physical education, but also about teaching health. A number of our recent graduates hoped for at minimum a 50% health load.

In my Material and Methods of Health Education class, the students' final assignment is to write their health education teaching philosophy. Spring 06, senior, Sarah Gietschier (rhythms with itchier, her students will love that one), handed in a unique health philosophy paper in the form of the acronym HEALTH. As I read this exceptional mantra, I ask permission from Sarah to submit it to the Journal for your reflection. Whether you are a newly graduated or seasoned health teacher, or a PE teacher assigned to teach health for the first time, we'd all do well to adopt Sarah's health teaching philosophy in our classrooms.

As we read *Teaching HEALTH!* (adapted to wallet size you can clip from the Journal) we should ask ourselves, how can I be the best health teacher for my students? Do I walk the walk, have enthusiasm, stay current with new information (easy to do through internet health news) and impart it to my

students? Am I giving 100% in the classroom? Am I the best health teacher I can be? Sometime the masters learn from the grasshoppers, and in Sarah's case, the newly graduated shall lead us. Check out [www.pecentral.com](http://www.pecentral.com), [www.pbs.org/teachersource](http://www.pbs.org/teachersource), and [www.kansashealthteacher.org](http://www.kansashealthteacher.org) for new lessons for your classroom this year, and remember that the Kansas Health Standards are available at [www.kshealthykids.org](http://www.kshealthykids.org). In addition, listed below is a homework activity for environmental health—one of the sometimes not so easy health topics to teach.

Here's to a **SUCCESSFUL TEACHING YEAR IN HEALTH!**

### **Environmental Health Recycling Project -Grades 3-12 (easy & effective!)**

Students are instructed to do this at home w/the help of their family for one week, and then write a summary paper and participate in class discussion about their experience. The instructor provides local recycling site information, current recycling statistics to the students, and participates in the activity. Instructions: Obtain 4 paper bags from the grocery store, or use 4 boxes, buckets, storage containers, etc. Label them on the outside in large lettering: newspaper, plastic, aluminum/tin and cardboard and place them preferably along a wall in the kitchen. The student enlists the family to recycle everything listed on the bags for one week, rinsing out the plastic & tin, flattening the cardboard, etc. and placing it in the bags. Students monitor 1) how quickly the

bags fill, 2) how much is recycled at week's end, and 3) they and their family's responses regarding the assignment. When full, the bags can be dumped into larger trash bags during the week, stored in another room/porch/garage, and then taken to the local recycling center at week's end.

### Teaching HEALTH!

**Hunger** – Eat up new information. Stay up-to-date on current health news, attend conferences, visit credible websites.

**Enthusiasm** – Be enthusiastic about the subject you teach. Be creative. Stay informed about the age group you teach. Students learn better when their teachers are truly interested in the content they teach.

**Advocate** – Practice what you preach. Walk the talk. If you tell students smoking is bad, be a non-smoker, yourself. If you want students to exercise and eat healthy foods, you exercise and eat your fruits & vegetables!

**Learn**– Be a constant learner. Learn from your students. Learn from your fellow teachers. Attend KAHPERD and AAHPERD yearly conferences.

**Tolerate** - Promote diversity. Be aware of different beliefs, religions and ethnicities. Understand that everyone has their own opinions. Model that your students accept one another.

**How**– Constantly ask yourself, "How can I be a better teacher?" "How can I improve the lesson?" "How can I teach the students better?"

*Sarah Gietschier, KU student 2006.*

### Hoops for Heart Recognition Awards

Each year the National AAHPERD office selects one HFH coordinator to win the prestigious Outstanding Coordinator of the Year Award. This individual is given an all expense paid trip (up to \$1000) to the AAHPERD National Convention where he/she is honored in front of peers for the dedication and commitment shown to the HFH program.

[http://www.aahperd.org/hoops/pdf\\_files/recognition\\_award.pdf](http://www.aahperd.org/hoops/pdf_files/recognition_award.pdf)

### AAHPERD Hoops for Heart Grant Program

As a Jump Rope For Heart/Hoops for Heart coordinator you are eligible to apply for the AAHPERD JRFH/HFH Grant Program! This grant will subsidize your AAHPERD membership and attendance at the AAHPERD National Convention, as well as provide you with the opportunity to purchase equipment that will enhance your physical education program in a way that aligns with NASPE Standards and Guidelines. This program is supported by AAHPERD and is open to all individuals that have held a JRFH/HFH event within the last year.

[http://www.aahperd.org/hoops/pdf\\_files/grant.pdf](http://www.aahperd.org/hoops/pdf_files/grant.pdf)

# REACHING ALL OUR STUDENTS

by  
Wendy M. Trail

With the No Child Left Behind initiative, it is at times difficult to reach and meet the needs of all out students. As you may well know and experienced, PE is the one class where all students are included. For the regular PE teacher, students with special needs can be daunting and overwhelming, especially in schools where there is little support, such as an Adapted PE teacher or paraprofessional staff.

This summer I had the opportunity to spend a week with some extraordinary special education teachers from across the country and Romania. As I watched these teachers' talks about their classrooms and students, I realized how simple it could be to reach all my students if only in a small way. I challenge you to try some of these ideas to help reach or include your students.

At some point during the year join in the activity, get on the floor or into the game just for the fun and enjoyment. Take an extra minute or two to truly listen and communicate with your students. Make a connection; find out how their day is and how school is going. Seek out the most unathletic and help them be successful. Give an extra high five, thumbs up or pat on the back just for trying, it may be all they need to keep working. Be flexible; let the students fail as they seek higher learning. It's ok if the ball bounces off their foot. Their failures will pave the way to success. Foster independence, have each student do one thing independently, even if it's only coming into the gym and finding their assigned

place. Be willing to adjust and change, as you are the expert on your students, what works for one may not reach another.

Many times for students, they just need to know someone cares and is willing to let them try. Taking a few extra minutes may make the difference between someone with fond memories of PE and those who couldn't stand it. By taking these few extra minutes, you can reach all your students and No Child Will Get Left Behind.

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## Jump Rope for Heart Recognition Awards

Each year the National AAHPERD office selects two JRFH coordinators to win the prestigious Outstanding Coordinator of the Year Award. These individuals are given an all expense paid trip (up to \$1000) to the AAHPERD National Convention where they are honored in front of their peers for their dedication and commitment to the JRFH program.

[http://www.aahperd.org/jump/pdf\\_files/recognition\\_awards.pdf](http://www.aahperd.org/jump/pdf_files/recognition_awards.pdf)



**Rewarding Excellence in Physical Education**  
***For Your Students...***  
***Your Physical Education Program...***  
***Your School Pride...***

by  
Michelle DiLisio  
Model School Programs

**Are you a Model School?**

The Model/Merit Schools Program is a recognition program for outstanding K-12 physical education programs. This recognition process promotes quality physical education throughout the state of Kansas and provides opportunities for physical educators to share ideas with others across the state and to enhance the physical education experience for all students.

**How can you become a Model School?**

- Go to [www.kahperd.org](http://www.kahperd.org) and download an application and additional information.
- Review the criteria to see if you qualify.
- Complete the application and collect evidence of your program qualifications.
- Submit the application to meet the February 1<sup>st</sup> application and documentation deadline.

**Model school is a great way to review your program and get rewarded for it. Besides personal and professional recognition, there are excellent reasons to apply for Model school today.**

- Show that your school really cares about children's health.
- Your school will get lots of PR.
- Parents will get excited.
- Your physical education program will get positive attention from the school board and the district.

- The attention will help your program get the support it needs.
- You will assure the community that your program meets standards.
- You will become a model for other schools to follow.

**Model School recipients will receive**

- Recognition at the KAHPERD State Convention.
- A plaque recognizing your achievement.

**Model School Awards criteria are based on the essential elements of a quality physical education program. Criteria include, but are not limited to:**

- Physical education time requirements for students
- Curriculum and instructional practices
- Student assessment
- Teacher qualifications
- Facilities and equipment
- Class size and student-to-teacher ratio
- Professional development and involvement for teachers

Now is the best time to take advantage of this opportunity to self-evaluate your physical education program. Use the criteria to help you continually strive for quality physical education. Your program will benefit – and your students will benefit! For details, go to [www.kahperd.org](http://www.kahperd.org)

## **Dave and Blake's Excellent Central District Adventure**

by  
David Moore and Blake Taylor

We departed Eldorado, KS on a beautiful 105 degree day in August, our destination, The Central District Leadership Development Conference at Eugene T. Mahoney State Park in eastern Nebraska. After a 5 hour drive and an abundance of passionate conversation concerning our profession we arrived at the State park just in time for rain showers that managed to last the duration of our stay. Mahoney State park is a definite must see with many amenities such as; horseback riding, a fishing pond, the Strategic Air Command museum, conservatory, 54 cozy cabins, 137 camp sites, hiking trails, observation tower and a large family aquatic center all situated on the banks of the South Platte River.

We worked tirelessly along side 40 of our colleagues from the 9 states of our district. Our keynote speakers for the three day extravaganza were the executive director of NASPE Charlene Burgeson, Health and Physical Education Coordinator for the Nebraska Department of Education Julane Hill, and Jane Adair from the University of Minnesota. There was a diverse representation of professionals including; retirees, college professors, young and experienced teachers as well as future professionals all dedicated to the advancement of health, physical education, recreation and dance. As we checked in Sunday afternoon we were assigned a foam bungee visor in which we had to decorate. The visors were

color coordinated to signify the experience level of those who attended and to create diverse small groups for discussions.

Our first task was to look at how Central District scored on the Criteria for Success assessment from AAHPERD.

We then took those results and compared it to each of the states strategic plans in order to see if we are aligned with the district and national levels. After reviewing these findings the Kansas representatives (Kelly Cook, David Moore, John Zody, Blake Taylor, Janelle Robins-Gaede and Ron Haag from FHSU) concluded that KAHPERD needs to review and update its ASP.

One of the first questions was what can KAHPERD do to increase and retain its membership. Some of the suggestions are as follows:

1. Central district web-link
2. Present for central district standards and benchmarks for Presentation
3. Have board member attend sessions
4. Student leadership mini-conf.
5. Provide more sessions for students
6. Create stipend for National board Cert.
7. Dual membership state and national
8. States doing joint conference
9. Increase the #11
10. Membership incentives and conf. discount
11. Different format of conferences

We also discussed the financial status of each of our state organizations. One of the major points discussed was looking at other funding alternatives that are not generated by Jump Rope / Hoops for Heart and membership dues.

We then did an activity by Vicki Worrell until she was reprimanded by the hotel staff for being too loud and disrupting the accountants in the adjacent meeting facility, she asked Blake Taylor to lead the group in some Tai Chi exercises to finish the activities.

Providing more training and workshop opportunities throughout the entire year was a topic that was discussed at length. Some of the suggestions were; a T.O.Y. workshop, topical workshops, official and recreation training.

Other items and suggestions that were talked about:

- Establish a roommate network for convention
- Pod casting
- Renew automatically the membership/e-mail
- Board communicating with college to be new mentors to teachers
- Requirement for licensing to become professional membership
- Require college students to become members
- Better mentorship from college instructors/incentives for them
- Sessions for new professionals
- Student other organizations (business models)

- Socials at conventions and networking\
- Inter school visits from different colleges
- Provide 1<sup>st</sup> time mentors
- Mandatory membership for all areas
- Quality programs and get info out (grants speakers, funding from org.,)
- Bring potential leaders in for training/evaluate from long term members

Advocacy was one of the major topics emphasized throughout the entire conference. The importance of advocating in your own home town as well as efforts of lobbying to the state BOE and the legislation were presented.

Monday afternoon we were given an hour and a half break in which Mr. Taylor, Mr. Moore, and Mr. Cook ventured into the well preserved town of Ashland where we purchased food and beverage (Water!) for an upcoming social time LATE that evening.

Vicki Highstreet the executive director for Nebraska AHPERD organized a scavenger hunt that would take us from one side of the park to the other ending up at her lodge for a down home BBQ dinner. After dinner we had a presentation on the Health and Wellness Policy which concluded the evening leaving us with no other option but to go straight back to our cabins and fall right to sleep! ;)

After receiving little sleep (because of the thunder storms) we awoke with enthusiasm and anticipation for the last day of sessions alongside our newly made friends. We then spent the majority of the morning learning about advocacy efforts and techniques for effective grant writing. The conference was concluded by an up beat presentation by David Moore which covered methods of using technology to better our profession.

As we said our goodbyes and sadly drove away, we started to reflect upon the information we had learned and the relationships we have created. A long and cumbersome journey through the rain awaited us; however, we were not discouraged. We felt the experience had rekindled our enthusiasm for our profession. Not to say that we had lost it, but we just had a great feeling that there are a lot of great times ahead for us with our students, colleagues, KAHPERD, CDAHPERD, and AAHPERD. Our finally words are: we can, we will, we must! GO KAHPERD!!!

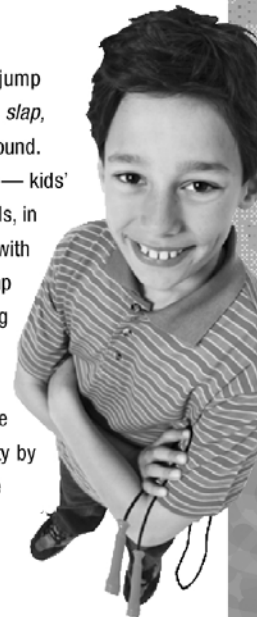
P.S. The rain stopped 10 miles down the road and the temps went from 80 degrees to 100 degrees!! Go figure!!! Ahhhh Kansas!

David Moore  
QPE Pleasantview Elementary/Derby  
"I Love to play"

Blake Taylor  
Lawrence Elementary/Wichita  
"Play fair, have fun learning and Sweat!!"

## Can you hear the fun?

*Whirr, whirr, whirr* as jump ropes cut the air. *Slap, slap, slap* as they hit the ground. *Thump, thump, thump*— kids' feet pounding. Your kids, in your school, laughing with excitement, doing Jump Rope For Heart. Raising money for research and educational programs. Helping save lives in your community by stopping heart disease and stroke.



**Support health and physical activity with Jump Rope For Heart!**

### Did you know?

- Congenital cardiovascular defects are the most common cause of infant death from birth defects.
- Obesity and physical inactivity are major risk factors for cardiovascular disease.



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

To learn more, call 1-800-AHA-USA1 or visit [americanheart.org/jump](http://americanheart.org/jump).



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# Preparing High School Students for Accredited Athletic Training Education Programs

by  
Mark Stutz, PhD, LAT, ATC  
Fort Hays State University

## Introduction

Certified Athletic Trainers (ATC) are highly skilled allied health professionals providing a multitude of services to the physically active. ATCs are employed in a variety of settings including high schools, colleges/universities, amateur and professional athletics, and rehabilitation facilities. Currently there are over 25,000 Certified Athletic Trainers (NATA Media Guide, 2006). The increased visibility of ATCs has translated to an increased interest in Athletic Training as a career, especially in recent years. Evidence of this increased interest is the emergence of many newly accredited Athletic Training Education Programs (ATEPs). In 1998 there was only one accredited program in Kansas, but as of Summer 2006, there are now 12 accredited ATEPs (CAATE, 2006, retrieved August 14, 2006). One reason for the increased number is that any student graduating after January 1, 2004 and wishing to sit for the Board of Certification (BOC) exam had to be a graduate of an accredited ATEP. Therefore, all colleges/universities wishing to continue teaching students to be athletic trainers and have them sit for the BOC Exam were required to become accredited. Students may sit for the exam after graduating from an accredited entry-level bachelor's or master's degree program. The majority of programs are at the bachelor's level (CAATE, 2006). A second reason for the increased number seems to be driven by student interest. ATEP directors often comment about the increased

number of visits they have with prospective students. Along with this increased interest has come inquiries from high school ATCs, counselors, athletic directors and others regarding what can be done at the high school level to prepare their students to enter an accredited Athletic Training Education Program. The information discussed in this article is intended to answer that question.

## The Design of Athletic Training Education Programs

Athletic Training Education Programs help to educate students in six areas: prevention, clinical evaluation and diagnosis, immediate care, treatment, rehabilitation, and reconditioning; organization and administration, and professional responsibility (Board of Certification, 2005). These are taught in a variety of classes within the ATEP including Human Anatomy and Physiology, Exercise Physiology, Kinesiology, and more. Each program is uniquely designed to meet the students' needs while remaining in compliance with all accreditation requirements. Some programs are two-year programs where students are admitted following their sophomore year while others are three years with students being admitted after only one year of post-secondary course work. One commonality between programs is that program admission is competitive, and therefore, the programs have specific admission criteria that must be met by all applicants. Some of these criteria include a minimum grade

point average, minimum number of observation hours, and requisite courses, just to name a few (FHSU, 2006). Once accepted, the students' education will consist of didactic and clinical instruction where students learn foundational concepts in the classroom and get to apply them in the clinical setting. No matter where students decide to go, they need to understand that students are not allowed to perform any hands-on skills until admitted to the program and even then cannot perform a skill on an athlete until learning and practicing the concepts first. However, as the students progress through the program, they will get to utilize most of their skills multiple times in "real life" situations.

### **Preparation Can Begin in High School**

High school students considering a career in Athletic Training can prepare for the rigors of an accredited ATEP in several different ways. First, students should take courses that will help them when taking the same courses in college. For example, students should take high school Biology, Chemistry, and Algebra. Next, students should learn as much as possible about the field of Athletic Training. This can be accomplished by researching the profession on the Internet, observing an ATC in the field, serving as an Athletic Training Student Aide in high school, taking Athletic Training courses if offered in high school, and by attending summer Athletic Training camps (NATA News, 2001). Students should also develop good study habits while in high school and understand that obtaining an Athletic Training Degree requires a great

deal of dedication. A final recommendation is for students to visit and compare several programs so that they are confident with their choice. The campus visit should include conversations with program faculty and students, as well as a tour of the facilities.

Certified Athletic Trainers are highly skilled Allied Health Professionals educated and experienced in the prevention, management and treatment, and rehabilitation of injuries. Athletic Training is a rewarding career that can blend a person's love for athletics with a desire to help others. Programs accredited by the Commission on Accreditation of Athletic Training Education (CAATE) provide unique learning experiences for their program students. For those high school students desiring a career in athletic training it is important to understand the requirements for program admission, the demands that will be placed on them by the program and the steps they can take to prepare for their college experience.

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# Make Your Own Online Survey

by

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## Abstract

Online surveys are used in many industries but relatively few educators are familiar with their usefulness and versatility. These surveys may help educators to collect information for research, program improvements, registration, and other useful purposes. Online surveys are similar in many ways to paper surveys. The many advantages and few disadvantages associated with online surveys make them an effective tool for many contemporary educators and researchers. A variety of tools and resources are available for both novice and advanced survey administrators. Some of these resources are free and meet the needs of educators and researchers for simple projects.

We've all seen them: web-based surveys that solicit our opinions. While their effectiveness for online marketing research and public opinion polls is well documented, their use in education is somewhat less known. Few educators are familiar with the powerful resources that are available to them with this simple and inexpensive tool.

Online surveys range from a single question embedded in a web page (typically called a web poll) to a complex multi-page questionnaire. Online surveys can easily be incorporated in web sites to collect information from athletes, students, and research participants. Schools, camps, and sport organizations also use survey-like forms for online registration.

Surveys can be placed on a web site to provide the administrator with feedback and suggestions directly from the users. Survey questions regarding program satisfaction, interest, needs, and suggestions are common on education

surveys. Responses to these items can assist program administrators in both targeting problems and improving quality.

Whatever the use, online surveys, questionnaires and forms are fast, cheap, convenient and effective for both administrators and participants. Advantages (pros) and disadvantages (cons) for using an online survey are listed in Figure 1. Many educators find that the pros can be maximized and the cons can be minimized by thoughtful preparation and planning.

Making an online survey is not too different from making a paper survey. The design should be well thought-out. Questions should be clear, succinct, and easy for your target audience to understand and respond to. Industry-specific jargon, technical terms, acronyms, and abbreviations should be avoided.

Figure 1. Pros and cons of using online surveys.	
Pros	Cons
1. Fast (may be sent out and returned in one day)	1. Follow-through difficulties
2. Inexpensive (no materials, printing, postage, etc.)	2. Junk-mail interference
3. Far-reaching	3. Security questions
4. More effective than mail for some populations	4. Long surveys poorly tolerated
5. Easy to forward to appropriate respondents	5. Difficult to offer incentives
6. Multimedia rich	6. Instruction limitations
7. Interactive	7. Limited by respondent's capabilities with technology
8. Automated data collection	8. Difficult to obtain e-mail address lists
	9. Respondent's e-mail address may be outdated
	10. Limited to those who use e-mail

An introduction should be provided so that the user knows who is conducting the survey, what organization they represent, and the purpose of the survey. Instructions and statements of confidentiality should also be provided. A limit of 10 multiple-choice responses is typically provided per question. These response choices should include all of the potential answers that participants may give. Finally, an estimate of the time required to complete the survey and contact information if the user has any questions should be included. Once completed, administrators will often conduct pilot tests and expert reviews of their surveys prior to administering them. Typical question types for online surveys are presented in Figure 2.

Figure 2. Typical question and answer types.
1. <b>Open-ended:</b> Typically used for short-answer, essays, numeric, and date responses. Length may vary from 1 or 2 characters to several pages.
2. <b>Single-choice:</b> Usually a check-box. These simple items are used to indicate if a given condition is met.
3. <b>Multiple-choice:</b> These are the most common form of online questionnaire items. They can be delivered in the form of check boxes, radio buttons, or pull-down menus. The administrator of the survey can control if only one or multiple items (check all that apply) can be selected.

Many aspects of online surveys are the same as paper ones; however, one key difference is that online respondents are typically solicited via e-mail. Most e-mail users receive large volumes of junk mail and will regularly delete invitations to participate in surveys unless they come from a trusted source. To maximize return rates, it is recommended that subject lines be chosen with great care and forethought. Subject lines should be descriptive, catch the user's attention, and not include the typical language of mass-produced e-mail advertisements.

Once an administrator decides to use an online survey, he or she must choose a method of delivery. There are many options to choose from. Some will use web design software like Microsoft® FrontPage® to make an online form. Others will choose to use online survey design software. Still others will use a polling service that already exists on the web. It is recommended that survey administrators who are just starting out try a free online polling service to see if it meets their needs.

A list of some of these free services is presented in Figure 3. If the administrator finds the free web polls limiting or doesn't want the customary banner advertisements that accompany most of these polls, he or she may choose to select a more advanced method of delivery.

**Figure 3. Free web sites that host online polls and surveys.**

1. Alexnet - <http://www.alxnet.com/>
2. Bravenet - <http://www.bravenet.com/>
3. FreePolls - <http://www.freepolls.com/>
4. GlobalGuest - <http://globalguestpoll.com/>
5. HitBox - <http://www.hitbox.com/cgi-bin/page.cgi?tools/pol>
6. MisterPoll - <http://www.misterpoll.com/>
7. PollMatrix - <http://www.pollmatrix.com/>
8. Sparklit - <http://webpoll.sparklit.com/>
9. WebAnalysis - <http://www.webanalysis.com/onlinepolls.asp>

After getting the hang of it, there are several advanced survey features an administrator may want to consider. These include using passwords to improve security, choosing various automated methods of sharing results with participants, and logging visitors with cookies or IP addresses to track users and to prevent “stuffing the ballot box”.



Heather and her Grandmother Cunningham School Play Day

# Goal Oriented?



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## Surgeon general: Only smoke-free places fully protect nonsmokers

By Luran Neegarred

AP Medical Writer

27 June 2006

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WASHINGTON (AP) - Separate smoking sections don't cut it: Only smoke-free buildings and public places truly protect nonsmokers from the hazards of breathing in other people's tobacco smoke, says a long-awaited surgeon general's report.

Some 126 million nonsmokers are exposed to secondhand smoke, what U.S. Surgeon General Richard Carmona repeatedly calls "involuntary smoking" that puts people at increased risk of death from lung cancer, heart disease and other illnesses.

Moreover, there is no risk-free level of exposure to someone else's drifting smoke, declares the report issued Tuesday -- a conclusion sure to fuel already growing efforts at public smoking bans nationwide. Fourteen states have passed what are considered comprehensive smoke-free workplace laws, those that include restaurants and bars.

But the surgeon general is especially concerned about young children who can't escape their parents' addiction in search of cleaner air: Just over one in five children is exposed to secondhand smoke at home, where workplace bans don't reach. Those children are at increased risk of SIDS, sudden infant death syndrome; lung infections such as pneumonia; ear infections; and more severe asthma.

"The debate is over. The science is clear. Secondhand smoke is not a mere annoyance but a serious health hazard," Carmona said.

He implored parents especially to smoke outside if they can't quit, or while they're trying to quit, so that they don't endanger their children whose bodies are especially vulnerable to smoke's toxic substances.

For everyone else, "stay away from smokers," Carmona said.

The report won't surprise doctors. It isn't a new study but a compilation of the best research on secondhand smoke, the most comprehensive federal probe since the last surgeon general's report on the topic in 1986, which declared secondhand smoke a cause of lung cancer in nonsmokers.

Since then, numerous other health agencies have linked to secondhand smoke to heart disease and other illnesses. Earlier this year, California health officials estimated that secondhand smoke kills about 3,400 nonsmoking Americans annually from lung cancer, 46,000 from heart disease, and 430 from SIDS.

The new surgeon general's report doesn't retally the deaths, but it cites that toll.

The tobacco industry and some businesses, particularly restaurant and bar owners concerned about loss of smoking customers, have challenged some of the broadest public smoking bans in cities and states.

The new report gives new scientific ammunition against those challenges, said Matthew Myers of the Campaign for Tobacco-Free Kids.

"There is no longer a scientific controversy that secondhand smoke is a killer," he said. The report "eliminates any excuse from any state or city for taking halfway measures to restrict smoking, or permitting smoking in any indoor workplace."

Among other findings:

--Separating smokers from nonsmokers, cleaning the air and ventilation systems don't eliminate exposure to secondhand smoke.

--There is good evidence that comprehensive smoking bans, like those in New York City and Boston, don't economically hurt the hospitality industry.

--Workplace smoking restrictions not only reduce secondhand smoke but discourage active smoking by employees.

--Secondhand smoke can act on the arteries so quickly that even a brief pass through someone else's smoke can endanger people at high risk of heart disease. Don't ever smoke around a sick relative, Carmona advised.

--Living with a smoker increases a nonsmoker's risk of lung cancer and heart disease by up to 30 percent.

--There isn't proof that secondhand smoke causes breast cancer, although the evidence is suggestive. California earlier this year cited that link in becoming the first state to declare secondhand smoke a toxic air pollutant.

--On the plus side, blood measurements of a nicotine byproduct show that exposure to secondhand smoke has decreased. Levels dropped by 75 percent in adults and 68 percent in children between the early 1990s and 2002. However, not only has children's exposure declined less rapidly, but levels of that byproduct among children are more than twice as high as in nonsmoking adults.



# On the Effectiveness of Movement Education

by

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## Abstract

While progressive philosophies often lead to advances in instruction, the effectiveness of movement education may be indefensible. The purpose of this paper is to examine selected research to determine the effectiveness of movement education as a curricular model for physical education. Based on the review of literature associated with this article, there is a lack of evidence to support the effectiveness of movement education. Absence of evidence may prompt physical educators to be cautious about abandoning curricular models that use direct methods of instruction.

Movement education is becoming a catch-all term for teaching practices that entail inquiry and problem solving practices (Metzler, 2005). While progressive philosophies often lead to effective advances in instruction, physical educators must be cautious about movement education's rapid growth. Existing literature gives readers a myriad of definitions of movement education based on philosophical orientation and teaching method. For the purposes of this paper, movement education is defined as the use of inquiry, problem solving and guided exploration to lead learners towards efficient performance of fundamental movement patterns and skills which are often the content of elementary physical education.

The purpose of this paper is to examine empirical research to determine the effectiveness of movement education on student learning. The review of literature is intended to discern the effectiveness of movement education since it is frequently cited as a commonly used method for the delivery of instruction.

## Review of Research

Volumes of descriptive information exist as resources to physical educators seeking to learn about movement education (Gallahue & Donnelly, 2003; Graham, Holt/Hale, & Parker, 2004; Mosston & Ashworth, 2002). Movement education literature is primarily descriptive and includes information to help teachers implement instruction (Allison & Collins, 1982). However, the information does little to determine if movement education effects favorable changes in motor behavior.

Movement education is said to be successful because learning tasks can be structured in a way that ensures an element of student engagement in physical activity and conceptual understanding of movement (Metzler, 2005; Stevens, 1994). Effective teachers can design a lesson activity that allows for creativity and variance in rate of learning and performance (Gallahue & Donnelly, 2003). Students value their own authority in the learning process not only in traditional physical education activities, but other cross-curricular activities incorporated into a movement education philosophy. While it is unclear whether this application of

movement education principles has an effect on learner performance, it does illustrate how easily this framework can be applied to physical activity philosophy.

The early work of DeMaria (1972) finds that movement education allows children to progress at their own level through an inquiry and problem-solving approach. According to DeMaria, play is nature's way of developing specific mechanism and neuromuscular adaptations that control the body. Problem-solving in physical education may be effective in developing self-sufficient learners, but evidence regarding achievement in motor behavior was lacking.

Researchers have failed to show whether guided discovery is an effective teaching practice for skill development. In this approach, learners are directed to a performance goal through carefully constructed questions or invitations to move. According to Stevens (1994) tasks that require students to utilize all of the domains of learning when understanding movement enhances skill acquisition. However, understanding how the body moves does not necessarily guarantee movement efficiency that is likely associated with levels of physical activity associated with a healthy lifestyle.

Teachers considering the implementation of movement education may face the challenge of enhancing physical fitness. A study by Birchhoff and Lewis (1987) reported that children taught using movement education practices had unhealthy levels of subcutaneous fat and low level of cardiovascular efficiency based on one-mile run times. According to these

findings, students taught by movement education methods do not participate at a sufficient level of intensity to effect favorable changes in most components of physical fitness. Based on these findings, relying on movement education methods to address fitness goals is not effective.

In addition to enhancing fitness, physical education instruction, particularly among elementary age students, seeks to improve proficiency in the performance of fundamental movement patterns. The research of Toole and Arink (1982) found that the mean scores of students on throwing and catching tests were higher using a traditional command style of teaching rather than a problem-solving technique common in movement education. The findings of this study support the notion that movement education may not be appropriate as a "stand alone basis" for the delivery of school-based physical education instruction. According to Toole and Arink, direct instruction not only proved to be more effective than movement education, but also allowed for a faster rate of learning.

### **Analysis and Discussion**

Based on the research reviewed, evidence regarding the effectiveness of movement education is lacking. If physical fitness is an important curricular content area, physical educators may find direct methods of instruction more powerful for effecting favorable changes.

The utility of movement education methods as compared to direct methods of instruction for the mastery of fundamental movement patterns was not

supported by the research of Toole and Arink (1999). Considering that the rate of learning was slower among students taught through problem solving, it seems reasonable to consider using direct methods of instruction. These methods may assure a level of student achievement within the confines of the limited amount of time available for instruction.

Movement education is not without benefits. Fixed on the descriptive work of authorities (Gallahue & Donnelly, 2003; Graham, Holt/Hale, & Parker, 2004; Mosston & Ashworth, 2002), movement education enhances understanding of concepts related to movement, kinesthetic awareness, and the capacity of learners to direct their own learning. Metzler (2005) contended that teachers who use movement education methods need to carefully plan for the delivery of instruction. It is possible that the planning required for effective implementation exceeds the time that is available for some physical educators

The intent of this article is not to negate the efforts of movement education advocates but rather to caution teachers about relying solely on movement education as a means of physical education instruction. Movement education is a useful tool for teachers, but needs to be used in circumstances where the methods are most likely to result in student achievement. Circumstances involving knowledge of concepts related to movement and kinesthetic awareness may be two curricular content areas where movement education is well suited.

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Cheers!  
From the students at Cunningham Grade  
School

## Grow or Heal? What do you do?

by

Blake Taylor

Lawrence Quality Physical Education

KAHPERD Elementary Chair Select 2006

How do you grow is the question? Do you do one more thing a day or do you push yourself into exhaustion? The American farmer knows that if you plant in good soil, hope for some rain and keep the weeds out, that you will get a good crop. So, as educators how do we teach our students to grow? Do you teach them take they should grow slowly like a tree or fast like a tulip. Well, for the last twenty years I have been on a quest to find out what works. I have talked with people from all walks of life, from the amateur to the professional athlete and they all agreed that we all have different perspectives of what is growth. So, let's start by talking about the "**FIT**" principle (Frequency Intensity and Time). **Frequency** refers to how often should you exercise, with the latest research stating six days a week, with one day off for rest. **Intensity** is how hard you should work yourself. This is where a lot of research and people disagree on the "Overload" principle. The "Overload principle" states that the muscles need to be overloaded and broken down to grow. So, should you push yourself to the extreme or should you do one more then the day before. I feel that if you do one more of something everyday, you will never be sore or put your body into healing. You would also keep the fun into doing the activity because it is effortless and pain free. Haven't you watched people who go from doing nothing, to trying to do 3 sets of weightlifting, an hour of aerobics or to running a mile? There usually the same people that stops exercising within the first few weeks or months. The

odds of most people accomplishing a realistic way of growth doing it this way is not practical. In today's world of year long athletics, a lot of kids are being pushed to extremes that promote the extremes of pain, burnout, and lifetime permanent injury. Does it really matter that you win at the beginning of the season or the end?

The last part of the FIT principle, **Time** is the amount of time you work out, with the recommended time being anywhere from 20 to 60 minutes depending on what textbook you read. If we use the one more step a day approach, then it could range for ten seconds to a couple of hours. If you go with the textbook approach of 20-60 minutes, does this method ensure amazing growth and change in your body? I'll leave that for you to decide with yourself and your student's lives.

So, are you a tree or a tulip? How do you grow? As quality physical educators we need to ensure that we teach all aspects of human growth that are simply effective. Quick fixes and gimmicks do not make us grow. Good food, lots of water, sleep, quality exercise and fun develop the human body and mind. Earlier, I asked the question do you grow like a tree or a tulip. Are you trying to develop roots, a trunk and branches that can withstand life or do we want the short term effect of pushing yourself to extremes quickly? That question is for you to find and decide on your own. So, play fair, have fun learning, and do not forget to sweat!

## High School Sports: Spirit or Spite?

by  
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High schools across the country offer competitive sport opportunities. For many communities, the sport teams are the focal point for community pride. While many tout the unifying effects of these highly popular extracurricular activities, others bemoan the many problems these programs cause. The impact of high school athletic programs has been widely debated.

One only needs to recall the fact-based film, *Remember the Titans*, to view the great unifying potential of a high school sports program. The story of this racially divided football team coming together to unite a school and an entire community shows the great healing power of sport. Conversely, the disturbing mayhem of the shootings at Columbine High School serves as a clear warning of just how wrong the social balance between athletes and other students can become. What could have happened to make two teenagers walk into a school cafeteria and announce, "All jocks stand up. We're going to kill every one of you!" (Kindred, 1999)? Any institution or program that has such power to inspire or destroy must be carefully examined and constantly monitored.

Athletic programs have proven to be an extremely important entity in the overall environment of the high school setting. Funk (1995) indicated public school superintendents were on record as saying voters were more agreeable to raising taxes to pay for school improvements if the school's athletic teams were

winning. A well-run sports program can also generate positive publicity.

High school sport programs can have a positive effect on the school culture. In a study conducted by the National Federation of High Schools (2004), it was found that fully 95% of principals surveyed from around the country agreed that activity programs contributed to the development of school spirit. The major portion of this positive effect on school spirit was due to the inclusive aspect of a quality sports program. Athletic programs require the involvement of support groups such as cheerleaders, band members, student managers, ticket takers, concession workers, and spectators. These support groups gain a level of satisfaction and vicarious success by being involved in the events.

The trend to hold the athletes to a "pass-or-don't-play" policy increases behavior expectations which adds to the positive school atmosphere and serves as a model image for the other students. Lewis (2002) cited support for the value of high school sports stating that students who engaged in high school competitive sports had higher grades and more often attended college than did their non-athletic peers.

However, the dark and divisive side of the high school sports scene is the possible development of a jock culture. In some cases, high school athletes are placed on a pedestal and mistakes are forgiven more easily than the non-athletic students. Athletes may be

pampered, glorified, and idolized by peers, teachers, and administrators. This elevated social position can lead these young athletes to feel a sense of entitlement and superiority. This increased attention and praise can cause some peers to resent the athletes. In addition, the athletes often have larger, more muscular bodies and increased confidence levels. This can be viewed by peers as arrogance or intimidation (Lipsyte, 1999).

During the high school years, athletic achievement has been found to be the single most important criterion for a higher level of status (Bishop, Bishop, Bishop, & Gelbwasser, 2004). Allowing the jock culture to become too prevalent has the potential to make non-athletes feel inferior, left-out, and devalued. The tendency to elevate these young athletes through preferential treatment is very often a wedge within the school culture that causes feelings such as jealousy, resentment, or even contempt. Lipsyte (1999) theorized that this contempt for the high school athletes may have provoked the Columbine high school massacre.

Another common criticism of high school sport programs relates to the amount of money needed to fund these programs. The natural competition for scarce financial backing often pits different programs within the school against one another. In a time of tight budgets, many argue that the first priority should be the classroom, not the football team. These critics believe that today's emphasis on high school sports

programs has caused schools to turn away from their academic reason for being. Academic rigor is interrupted by planned pep assemblies, while technology needs are postponed to allow for athletic travel funds.

For high school athletics to reach full potential as an entity that can bring diverse people together for a common good, the possible pitfalls of these programs must be faced and solved. Sports programs and the students who participate in these athletic opportunities should never be set apart from the rest of the school. Anyone who believes in the values taught and learned through involvement in high school sports must work to educate others of the tremendous possibilities, as well as the engendered problems of these programs. In the end, all stakeholders must accept the shared responsibility for finding and maintaining the proper balance.

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## College Students' Views of a Comprehensive Smoking Ordinance

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### ABSTRACT

Nationwide, communities have instituted bans on tobacco smoking to address community health needs. Beginning July 1, 2004, the city of Lawrence, Kansas, instituted a comprehensive smoking ordinance prohibiting tobacco smoking in all businesses. Significant dissension was heard from business owners fearing loss of income as well as citizens concerned about loss of personal freedoms. This study assessed views of college students regarding the ordinance approximately one year after its implementation. A 13-item questionnaire was developed using a 6-point Likert scale ranging from Strongly Disagree to Strongly Agree. Specific items included: support of ban prior to implementation (PRE), current support of ban (NOW), and positive impact on a) personal health (HEALTH), b) workers' health (WORK), c) business owners (BUS), d) dining experiences (DINE), e) drinking experiences (DRINK), f) people trying to quit (QUIT), and g) the community as a whole (COM). The final item addressed the ban remaining in its current form (STAY). A total of 137 students were surveyed (91 female, 46 male) in late spring of 2005. Analyses included measures of central tendency, response percentages, paired samples t-tests, and correlations. The item that demonstrated the lowest support was the perception that the ban helped people quit ( $M=3.85$ ). A paired samples t-test of PRE vs. NOW revealed a significant difference ( $t=-4.309$ ,  $p<.000$ ) indicating a greater level of current support than prior to the ban's implementation. The students also differentiated between the ban's impact on DINE vs. DRINK, with a more positive impact on dining experiences ( $t=3.994$ ,  $p<.000$ ). Another comparison assessed the perceived impact on BUS vs. COM ( $t=-7.694$ ,  $p<.000$ ) which reflected a perspective that although the ban was viewed as a positive for the community ( $M=5.26$ ), it was not viewed as positively for the business owners ( $M=4.24$ ). A high correlation between HEALTH and WORK ( $r=.849$ ) was found, indicating agreement in perspectives that the ban was in the best interests of the health of individuals as well as workers. A correlation that was high ( $r=.765$ ), but not as high as one might think was between NOW and STAY. The mean for NOW was higher than for STAY ( $t=3.613$ ,  $p<.000$ ), likely indicating that the issues of potential negative impact on businesses or loss of freedoms influenced views that the ban should remain in its present state. Implications of the findings will be discussed including: growth in support, resistance of business owners, differential impact on drinking vs. dining experiences, and the importance of approaching bans from a health-benefit perspective.

## **Introduction**

Second-hand smoke is a major public health hazard, especially for patrons and employees of bars and restaurants (Robinson & Speer, 1995). To decrease second hand smoke exposure, efforts to restrict public smoking have increased over the past decade with many of these restrictions emanating from local government (Brownson et al, 1997). Municipal smoke-free spaces bylaws have become a population-level intervention to address the prominent health risks associated with exposure to second-hand smoke (Nykiforuk et al, 2006). However, both the harms of second hand smoke and local ordinances to create smoke-free environments remain controversial among local officials (Anderson et al, 2006). “College towns” may pose special circumstances due to the predominance of food and drink establishments that rely on the patronage of college students.

The city of Lawrence, Kansas during 2001-2004 was a site for just such a controversy. The roots of a smoking ordinance began in 2001 with the formation of a Community Health Improvement Project (CHIP) special committee on tobacco prevention. The charge of this committee was to address tobacco issues in Lawrence. A Clean Air Lawrence coalition was formed around this time as well. A task force was appointed by the mayor to study issues related to the possible revisions of the existing indoor smoking ordinance. The task force presented their findings in the spring of 2004 and the city commission subsequently adopted a new comprehensive ordinance that prohibited smoking in all indoor workplaces.

As could be expected, this decision was met with a mixture of angst, relief, and joy. One of the primary issues raised by opponents to such an ordinance was the potential damage that hospitality businesses (i.e. restaurants, bars) would incur. This damage, according to opponents, would be linked, in part, to the reliance on the college population. It is commonly accepted that college students frequent bars and restaurants, in excess of their non-college counterparts. These sites also serve as primary sources of employment for college students. However, very little research has been conducted to assess college students’ perceptions about comprehensive bans on smoking. The purpose of this research was to assess views of college students regarding the smoking ban approximately one year after its implementation in Lawrence, Kansas.

## **Methodology**

A convenience sample of students enrolled in general interest courses at the University of Kansas was utilized. A 13-item questionnaire was developed using a 6-point Likert scale ranging from Strongly Disagree to Strongly Agree. Specific items included: support of ban prior to implementation (PRE), current support of ban (NOW), and positive impact on a) personal health (HEALTH), b) workers’ health (WORK), c) business owners (BUS), d) dining experiences (DINE), e) drinking experiences (DRINK), f) people trying to quit (QUIT), and g) the community as a whole (COM). The final item addressed the ban remaining in its current form (STAY). Institutional review board permission was sought and gained for this study. Data was entered into a Microsoft Excel spreadsheet program. This data was then analyzed using SPSS to calculate correlations and paired samples t-tests.

## Results

### *Response Means*

The highest mean was for the item asking respondents if they thought the smoking ban was in the best interests of workers' health ( $M = 5.77$ ,  $SD = .72$ ), followed closely by the perception that it was in the best interests of their own health ( $M = 5.74$ ,  $SD = .767$ ). The two items that demonstrated the lowest support were those suggesting that the ban helped individuals quit smoking ( $M = 3.85$ ,  $SD = 1.55$ ) and was in the best interests of business owners ( $M = 4.24$ ,  $SD = 1.602$ ). The only other mean below five was for the item asking about the smoking ban's enhancement of drinking experiences ( $M = 4.77$ ,  $SD = 1.59$ ).

### *Response Percentages*

A total of 137 students were surveyed (91 female, 46 male) in late spring of 2005. Analyses included measures of central tendency, response percentages, paired samples t-tests, and correlations. Approximately 82% of respondents indicated that they moderately or strongly agreed that they had been in favor of the smoking ban prior to its implementation. In responding to their current support of the smoking ban, 92% moderately or strongly agreed. In comparing these two percentages, the year's passage resulted in a 10% increase in support of a smoking ban.

Interestingly, only 45% of students moderately or strongly agreed that a smoking ban was in the best interests of business owners whereas 17% strongly or moderately disagreed. Regarding the belief that a smoking ban has helped individuals who wanted to quit smoking, only 34% moderately or strongly agreed with 16% moderately to strongly disagreeing. These two items were unique in the low level of agreement by respondents.

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**Table 1 Percentage of responses: Moderately or Strongly Agree**

<u>Question</u>	<u>%</u>
I was in favor of the smoking ban, prior to its implementation.	82%
I am currently in favor of the smoking ban.	92%
I believe the smoking ban is in the best interests of my health.	92%
I believe the smoking ban is in the best interests of workers' health.	93%
I believe the smoking ban is in the best interests of business owners.	45%
The smoking ban has enhanced my Lawrence dining experiences.	80%
The smoking ban has enhanced my Lawrence drinking (alcohol) experiences.	64%
I believe the smoking ban has helped individuals who wanted to quit smoking.	34%
I believe the smoking ban makes Lawrence a better community.	80%
I believe the smoking ban, in its current form, should remain in place.	84%

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*Correlations*

Paired Samples Correlations were conducted to assess the relationship between selected item pairs. The item pairs included: PRE & NOW, BUS & COM, DINE & DRINK, HEALTH & Work, PRE & STAY, and NOW & STAY. The highest correlation was between HEALTH & WORK ( $r = .849$ ), indicated a shared variance of 72%. The lowest correlation was between BUS & COM ( $r = .419$ ) for a shared variance of 17.5%. Another interesting correlation was between DINE & DRINK ( $r = .505$ ,  $r^2 = 25.5\%$ ), indicating a separation between views of the smoking ordinance’s impact on dining and drinking experiences.

**Table 2 Paired Samples Correlations**

<u>Pairs</u>	<u>Correlation</u>	<u>Sig.</u>
Prior & Current (PRE & NOW)	.718	.000
Business & Community (BUS & COM)	.419	.000
Dining & Drinking (DINE & DRINK)	.505	.000
Health & Work (HEALTH & WORK)	.849	.000
Prior & Remain (PRE & STAY)	.635	.000
Current & Remain (NOW & STAY)	.765	.000

*Paired Samples t-tests*

Paired samples t-tests were conducted to assess changes in perception of the smoking ordinance (i.e. PRE vs. NOW) as well as to differentiate between views relative to specific areas (i.e. BUS vs. COM, DINE vs. DRINK). The paired comparison of PRE vs. NOW revealed a significant difference ( $t = -4.309$ ,  $p < .000$ ) indicating a greater level of current support than prior to the ban’s implementation.

When assessing the ordinance being in the best interests of business owners vs. in the best interests of the community, student responses reflected a significantly lower score for business owners benefiting ( $t = -7.694$ ,  $p < .000$ ). An interesting finding was that students demonstrated significantly more support for the ordinance as benefiting dining experiences as opposed to drinking experiences ( $t = 3.994$ ,  $p = .000$ ). A final finding of interest was that respondents’ support for the ordinance remaining in its current form was less than for the second item (“currently in favor of the smoking ban”) ( $t = 3.613$ ,  $p < .000$ ).

**Table 3 Paired Samples t-tests**

<u>Pairs</u>	<u>Std. Error</u>	<u>t</u>	<u>Sig.</u>
Prior & Current (PRE & NOW)	.081	-4.309	.000
Business & Community (BUS & COM)	.132	-7.694	.000
Dining & Drinking (DINE & DRINK)	.125	3.994	.000
Current & Remain (NOW & STAY)	.073	3.613	.000

## Discussion

Smoke-free indoor air ordinances are purported to be protective of employees and customers from secondhand smoke exposure, which is associated with increased risks for heart disease and lung cancer in adults and respiratory disease in children (Center for Disease Control, 2004). As of January 2004, five states (California, Connecticut, Delaware, Maine, and New York) and 72 municipalities in the United States had passed laws that prohibit smoking in almost all workplaces, restaurants, and bars (Center for Disease Control, 2004). The city of Lawrence, Kansas initiated a city wide smoking ban in workplaces, restaurants and bars. Despite vocal protest from numerous business owners, the ordinance officially became a reality on July 1, 2004. Since the enactment of a ban, very little research has been done utilizing college students to comprehend their perceptions of such a ban.

The present study attempted to quantify student reaction to Lawrence's comprehensive smoking ordinance, approximately one year after its implementation. Findings included students expressing a greater level of current support than prior to the ban's implementation. This finding is similar to that of Gallus et al (2006) findings that once smoke-free policies were introduced, support for them among the public and opinion for such policies tended to increase. Borland et al (1990) hypothesized that within six months of a ban's enactment, attitudes for the ban would become more favorable.

The tobacco industry has utilized an elaborate and expensive campaign to refute the evidence against passive smoking's effects on health and to position the issue as one essentially concerned with civil liberties and smoker's rights (Chapman et al, 1990). The primary reason for such a campaign is to alter the public perception to limit the number of such ordinances. One of the strategies used by the tobacco industry has been to launch massive misinformation campaigns to frighten local businesses into believing that passage of ordinances would adversely affect their business (Sargent, 2003). This fear is likely heightened in a college town environment due to the reliance on a student population. Contrary to these fears, Siegal and DiFranza (1997) noted that a smoke-free environment would likely increase patronage of bars and restaurants. Gallus et al (2006) found that smoke-free legislation did not seem to unfavorably affect the business of restaurants or cafes.

The present study did not investigate changes in business revenues, instead focusing on student perceptions of impacts of the smoking ordinance. The responses demonstrated strong support for the ordinance enhancing dining experiences. Though still strong, there was less agreement that the ordinance enhanced drinking experiences. This is likely due to the perceived inconvenience of those who still want to smoke having to go outside to do so. There was even less support of the ordinance being in the best interests of business owners. This finding may reflect the vocal nature of business owners' objections to the ordinance as demonstrated in numerous news articles leading up to and following the implementation of the ban. Another indicator that respondents might be sympathetic to the business owners' "plight" is reflected in the higher scores for NOW than STAY. This difference also might reflect the inconvenience felt by those who continue to smoke or their acquaintances.

Strong support for the ban's enhancement of dining experiences reflects the findings of other studies. Wakefield et al (1999) found that 61% of people perceived a smoke free ban in a restaurant to make dining out more enjoyable. The present study found that 80% of students moderately and strongly agreed with this notion. This possibly is indicative of having an experience in which tobacco smoke will not affect a person while eating. This finding should be encouraging to dining-centered businesses.

There is little doubt that second hand smoke is a public health problem (Andersen et al, 2006). Smoking restrictions provide opportunities to modify smoking behavior (Osinubi et al, 2004). For community health advocates, smoke-free public places seem to stimulate adoption of smoke-free homes, a strategy associated with both increased frequency of quit attempts, and of the success of those attempts (Borland et al, 2006). However, the results of this study indicated the least support for the idea that the local ordinance helped individuals quit smoking. Only 34% of students strongly or moderately believed that a smoking ban would help individuals who wanted to quit smoking whereas only 16% strongly or moderately disagreed. Cessation of smoking requires significant changes in behavior. Borland et al (1991) found that making a cessation attempt was predicted by the strength of desire to quit and not having been subject to extensive restrictions on smoking. Moreover, community-wide interventions, such as smoking bans, attempt to change tobacco use in populations, not just individuals (Cummings, 1999).

## **Conclusion**

Trends indicate that smoking bans/ordinances will become increasingly common in the future. Despite this trend, perceptions among college students as to how they interpret such bans will continue to be a factor in discussions in other college-centered communities. Unquestionably, hospitality-focused business owners will continue to resist comprehensive smoking ordinances due to fear that their businesses will suffer. It is imperative that objective research demonstrates positive impacts of smoking bans for business. From a logical perspective, since the majority of the population does not smoke tobacco products, smoking ordinances should enhance business.

The evidence from the present study that a smoking ban improves the dining experience and is in the best of health should be viewed positively by opponents. Proponents of smoking ordinances should focus on the potential health benefits for workers and patrons of businesses. The strong support shown in the present study indicates that the general public shares this perspective. Further research on attitudes and views needs to be conducted in communities that do not have active smoking ordinances. The findings from this research may serve as discussion points for communities considering implementing comprehensive smoking bans, especially those with a large student population.

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## **KAHPERD**

### **List of Awards and Criteria**

Each KAHPERD Convention, KAHPERD honors individuals for meritorious service in the field of HPERD. Listed on the following pages are listed the awards and the criteria used to determine the recipients of each award.

#### **Honor Award**

Most prestigious award given by the Association.

##### **CRITERIA**

- Member of KAHPERD for a minimum of 10 years
- Must demonstrate leadership in the profession
- Must have made significant contribution to the profession
- Must be recommended by peers and/or students

#### **Outstanding Service Award**

##### **CRITERIA**

- Member of KAHPERD for a minimum of 5 years
- Must have shown leadership and/or teaching in innovative programs with children, youth, special groups, community service or innovation projects

#### **Young Professional Award**

##### **CRITERIA**

- Must have shown exemplary leadership in one of the areas of our profession
- Member of KAHPERD for less than 5 years
- Three recommendations from administrators and/or colleagues

#### **NASPE Teacher of the Year**

- Request official application form from the Awards Chair
- Elementary Teacher of the Year
- Middle School Teacher of the Year
- Secondary Teacher of the Year

#### **KAHPERD Outstanding Student Major Award**

- Each university uses its own criteria for selection of this student
- Junior HPERD Major
- Member of KAHPERD

#### **KAHPERD Recreation Professional**

##### **CRITERIA**

- Minimum of five years of experience in the recreation field
- Hold a position of leadership in the development and implementation or the direction/coordination of effective recreation programs
- Show meritorious service through involvement in local, state, district or national levels of at least one of the following organizations: MHPERD, NIRSA, NRPA
- Show evidence of leadership and service to the profession

### **Dance Educator of the Year**

Dance educator is defined as an individual who has major responsibility for teaching dance (Aerobic dance is omitted from consideration).

#### **CRITERIA**

- Candidate must be elementary, middle, senior high or college teacher with a minimum of three years of teaching experience
- Show evidence of teaching creatively and utilizing various methodologies for the promotion of the understanding of dance as a creative art through the discussion of aesthetics of students' own works
- Show evidence of emphasizing the significance of dance as an integral cultural component and encouraging an appreciation of dance as a performing art
- Show evidence of presenting a balanced and sequential curriculum based on the developmental, social and psychological needs of the students

### **Health Education Professional**

#### **CRITERIA**

Each candidate must demonstrate three out of the following five specific contribution criteria:

1. Position of leadership in developing and implementing or directing/coordinating effective health education.
2. Meritorious service through involvement in local, state, district or national levels or at the school or community levels.
3. Service to AHE or a state or a district AHPERD as an officer or committee member
4. Membership in KAHPERD for a minimum of three years
5. Evidence of leadership and service to the profession through three of the following: teaching, publications, presentations, funded research or programs or health-related activities

### **Adapted Physical Educator**

#### **CRITERIA**

- Minimum of five years of experience in adapted physical education
- Evidence of leadership and service to the profession

### **Administrator's Award**

#### **CRITERIA**

- Candidates must be nominated by a KAHPERD member
- Each candidate must demonstrate strong, continuous support for the areas of HPERD at the school or community level

### **Jump Rope for Heart Award**

Contact award chairperson for criteria.

### **Hoops for Heart Award**

Contact award chairperson for criteria.

For additional information regarding the awards process, contact:

Joella Mehrhof  
Dept. of HPER Box 4013  
Emporia State University  
Emporia, KS 66801  
620-341-5946  
mehrhofj@emporia.edu



Name \_\_\_\_\_  
(Please print)

Date \_\_\_\_\_

Mailing Address \_\_\_\_\_  
(Use address you wish newsletters and journals to be sent)

City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

E-Mail Address \_\_\_\_\_ Fax \_\_\_\_\_

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

<b>Membership</b> (circle one)			
1 year	5 years	10 years	Life
New		Renewal	
(circle one)			

<b>Membership Type</b> (circle one)	
Professional	Student
Retired	Library

Are you a member of AAHPERD? \_\_\_\_\_

Do you coordinate Jump Rope for Heart or Hoops for Heart? \_\_\_\_\_

School/University/Organization, with which you are associated \_\_\_\_\_

Areas of membership/interest: (please check no more than three)

- Adapted \_\_\_\_\_ Middle School \_\_\_\_\_
- Dance \_\_\_\_\_ Recreation/Intramurals \_\_\_\_\_
- Elementary \_\_\_\_\_ Retirees \_\_\_\_\_
- Future Professionals \_\_\_\_\_ Secondary \_\_\_\_\_
- Human Performance/Higher Ed \_\_\_\_\_ Health \_\_\_\_\_

**Mail This Form with Dues To:**  
**Vicki Worrell**  
**6913 Kentford Circle**  
**Wichita, KS 67226**

**KAHPERD)**

\_\_\_\_\_  
(Name of person encouraging you to join)

\_\_\_\_\_  
(Applicant's Signature)

**Dues: Professional: 1 year/\$35      5 years/\$120      10 years/\$210      Life/\$420**  
**Students: 1 year/\$10                  Libraries: \$10                  Retirees: Free**

**KAHPERD members seek to promote and advocate for healthy, active Kansans**  
[www.kahperd.org](http://www.kahperd.org)