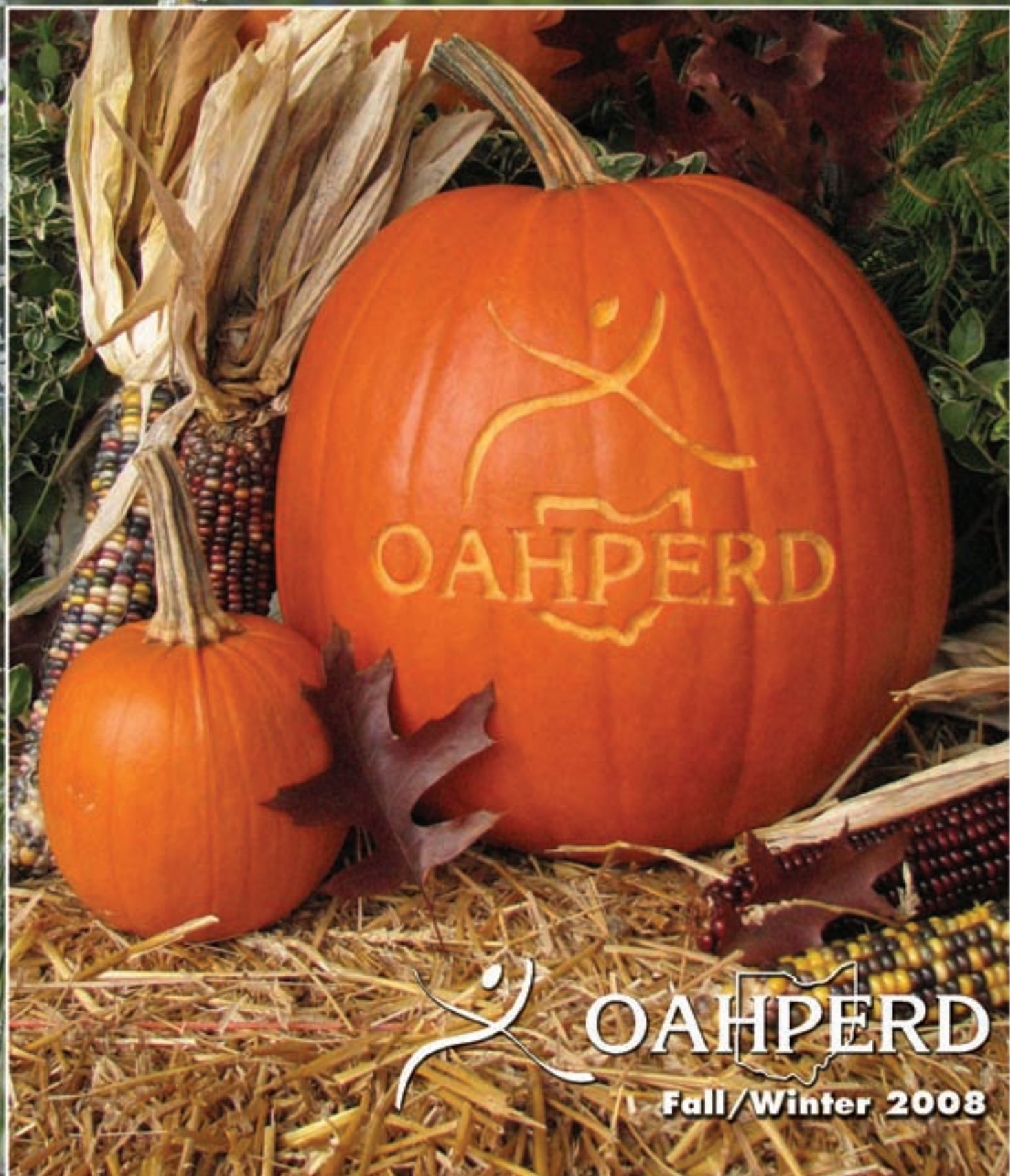


*Future*Focus

Ohio Journal of Health, Physical Education, Recreation, and Dance



OAHPERD

Fall/Winter 2008

OAHPERD Leadership

Executive Committee

president
AL STEPHENS
Toledo Public Schools
*executive director/convention
and exhibits coordinator*
CECILIA BURFORD
Columbus

past president
CELIA REGIMBAL
Toledo University

parliamentarian
CINDY MEYER
Cuyahoga Falls

All-Ohio representative
GINGER HEMSWORTH
West Chester

treasurer
CINDY MEYER
Cuyahoga Falls
recording secretary
RONDA HOVATTER
Ohio University

trustees
JAMES COOK
Graham Local Schools
HAROLD "HADGE"
HISSAM
Chagrin Falls
CAROL PLIMPTON
University of Toledo

Division Vice Presidents

vice president—dance
SHARON RAE
Mount Union College

vice president—general
MARLA THOMAS
Massilon

vice president—health
JIM SMITH
Northmont High School

vice president—higher education
PAM BECHTEL
Bowling Green State University

vice president—physical education
PATTI WILSON
Otterbein College

vice president—recreation
DEB GALLAGHER
West Salem

vice president—recreation
RUTHIE KUCHARAWSKI
University of Toledo

vice president—sport science
JOHN RONCONE
Brown Mackie College

vice president—student division
PHIL FRYE
Youngstown State University

Special Appointments

editor Future Focus
ROBERT STADULIS
Kent

historian/archivist
TIFF COOK
Ohio University

*AAHPERD
representative-at-large*
SASHA TAYLOR
Sugarcreek Elementary,
Dayton

jump rope for heart liaison
LOIS CARNES
Solon City Schools

hoops for heart liaison
LARRY DOYLE
Central Elementary,
Brecksville

*AHA Director of
Youth Markets*
JENNIFER PESHINA
Canton

physical best coordinator
CAROLYN NELSON
Sunbury

public relations
LOUISA RISE
Goshen Local Schools

convention chair
PATTI WILSON
Otterbein College

convention program chair
MELISSA MCCARTHY
Bexley City Schools

Membership Services Coordinator
LETTIE GONZALEZ
Kent State University

convention treasurer
LISA GUNDLER
Fairfield Intermediate School,
Fairfield

Editorial Advisory Committee

LAURIE BELL, Ph.D.
Director of Dance
Dept. of Communication Arts
Ohio Northern University

SAMUEL R. HODGE, Ph.D.
Associate Professor
School of Physical Activity
and Educational Services,
College of Education
The Ohio State University

LAURA HOSSLER
Physical Education Teacher
Grove Patterson Academy,
Toledo

EDDIE T.C. LAM, Ph.D.
Associate Professor
Department of Health,
Physical Education, Recreation,
and Dance
Cleveland State University

MARY E. LAVINE, Ph.D.
*Visiting Professor, Physical
Education Teacher Preparation*
Bowling Green State
University

ROBIN D.
MITTELSTAEDT, Ph.D.
*Associate Professor and
Division Coordinator*
School of Recreation and
Sport Sciences
Ohio University

BETH J. PATTON, Ph.D.
Lifetime Wellness
Coordinator/Professor
Sport Sciences Department
Ashland University

TED SPATKOWSKI, Ph.D.
*Coordinator of Health and
Physical Education*
Department of Health and
Physical Education
Walsh University

Publication Guidelines

Future Focus is the official biannual publication of the Ohio Association of Health, Physical Education, Recreation, and Dance. *Future Focus* is a refereed journal, and manuscripts are blindly reviewed by the writer's peers unless otherwise noted. Manuscript guidelines and submission dates are detailed inside the back cover.

Change of Address/ Incorrect Address

If you or another member of OAHPERD did not receive a copy of *Future Focus*, or if the address was incorrect, or if you have a change of address, please notify the executive director. Mailing labels are provided to *Future Focus* by the executive director. Please send the information to:
Cecilia Burford,
Executive Director
806 Vernon Road
Columbus, Ohio 43209
Phone: 800-828-3468
Fax: 614-239-9479
www.ohahperd.org

Advertising Rates for *Future Focus*

Business card size \$50.00
Quarter-page ad \$75.00
Half-page ad \$125.00
Full-page ad \$225.00
All advertising copy must be high-res pdf format. See inside back cover for deadlines. Make checks payable to OAHPERD.

Copyright © 2008 by
the Ohio Association of
Health, Physical Education,
Recreation, and Dance.

The Ohio Association of Health • Physical Education • Recreation • Dance

CONTENTS

Editor's Comments
 Robert Stadulis 2

President's Message
 Al Stephens 3

Executive Director's Message: "Toward the Horizon (and Past the End of the Nose on Our Face!)"
 Cecilia Burford 4

Fulbright Scholar Report: Physical Best and FITNESSGRAM Resources to be Used in Sri Lanka
 Thomas P. Martin 5

News From Jump Rope For Heart and Hoops For Heart
 Jenny Peshina and Lois Carnes 6

Ohio's Pathfinder Award Winner for 2009: Dr. Ella Shannon: A Career of Advocacy at the Forefront
 Jacqueline Cuneen 9

State Board of Education Selects Next State Superintendent of Public Instruction
 Lisa Henry 10

Reaction to the Game "FRIENDSHIELD"
 David E. Belka 12

Response to Belka's Critique of the Article on the Game "Friendshield"
 Shiri Ayvazo and Izack Ram 15

Updating Your Coaching Toolbox: Bridging the Gap Between Coaching Research and Practice: Where is my Lollipop? Working Toward Rewards and Away from Punishment and Threats!
 Michael Sheridan 16

REFEREED ARTICLES

Get Involved! Developing Future Professionals in a Majors' Club
 Kevin M. Lorson, Judy Jagger-Mescher, Emily Perry and Michelle Thibaut . . . 20

Impact of a Comprehensive Health Education Curriculum (CHEC) on Selected Risk Behaviors of Students in Grades 5-12
 Valerie A. Ubbes and Keith J. Zullig 25

OAHPERD 2007-2008 Budget
 Treasurer, Cynthia Meyer 32

Guidelines for Authors Inside back cover

From the Editor

Robert Stadulis



This issue of *Future Focus* continues to provide refereed articles that are both research and applied in nature. “The Effects of a Comprehensive Health Education Curriculum (CHEC) On Selected Risk Behaviors of Students in Grades 5–12” presents field research conducted within the public schools. “Get involved! Developing future professionals in a majors’ club,” shares the experience of a university department in developing a majors’ club and makes recommendations that may be of aid to other colleges and universities seeking to provide similar experiences for their students.

The “Coaching Toolbox” column, introduced by Mike Sheridan in the Spring/Summer issue, continues, this time focusing upon the use of reinforcement techniques for coaches. Other columns by President Al Stephens, Executive Director Cecilia Burford, and the leaders of Jump Rope and Hoops For Heart (and the American Heart Association) inform OAHPERD members of important happenings. The appointment of a new superintendent of public instruction (see the announcement on page 10) illustrates one such important event affecting many OAHPERD members. For the financially-minded (given the events of the past few months, who among us is not concerned with money issues), newly appointed Treasurer Cindy Meyer provides a summary of the OAHPERD budget for the previous fiscal year.

The current issue also recognizes two individuals who have served the OAHPERD and the State of Ohio for many years. Ella Shannon has been selected to receive the Ohio Pathfinder

Award (see page 9). Tom Martin, long-time OAHPERD treasurer, reports on his Fulbright Scholar experience in Sri Lanka on page 5. The Association is indeed most proud of these two pillars of our profession.

A new addition to the content of *Future Focus* is a reaction to an article published in the previous issue. David Belka submitted a critique of the Ayvazo and Ram presentation of the game of “Friendshield” published in the 2008 Spring/Summer issue. The “Friendshield” authors were invited to respond to the Belka’s comments and they have done so. I would encourage readers to continue this endeavor initiated by Belka and respond to published articles. Very fruitful interactions between interested professionals may be the result.

A reminder to OAHPERD Convention presenters: you are encouraged to consider adapting your presentation for publication in *Future Focus*. This was a successful process for some last year and presenters are once again urged to share their good ideas and practices

with the entire OAHPERD membership through a publication in this OAHPERD journal.

Lastly, we have added a new member of the Editorial Board, Laura Hossler, a physical education teacher in Toledo. She replaces Lynn Darby, who gave many years of excellent service in reviewing articles submitted to *Future Focus* for publication. Laura was appointed after expressing her interest in serving on the Board when she completed an interest survey at the Convention last November. The Editorial Advisory Committee may be in need of identifying new members in the future; interested OAHPERD members are urged to make their interest known either to President Stephens or yours truly. On behalf of the Editorial Advisory Committee, we hope you enjoy the 2008 Fall/Winter issue!

RES

futurefocus.res@gmail.com

Photo on next page: Nearly two dozen Ohio AHPERD members were in attendance at the 2008 Midwest District Fall Leadership Conference, held October 2–4 at Pokagon State Park, IN. Attendees were involved in team building activities, committee and council work sessions, as well as presentations from AAHPERD leaders Mike Davis and Dana Brooks. In addition, a separate student leadership conference focused on networking and super stars competition as well as sessions presented by past AAHPERD President, Lucinda Williams Adams and President-Elect, Dana Brooks.

President's Message

Al Stephens



WOW, what a year. As Charles Kettering stated¹, "The world hates change, yet it is the only thing that has brought progress." I hate to sound like a presidential candidate, but change is coming to Ohio and it has nothing to do with who is sitting in the White House. First, the State Curriculum writing team, which is made up of many OAHPERD members, has been hard at work throughout the summer months and into the fall putting the finishing touches on the new State Curriculum that will be rolling out very soon. At this year's convention a representative from the Ohio Department of Education (ODE) will be presenting a session on the new model and I hope you get a chance to stop in and give input. Keep in mind that this is our curriculum and it is important that we all take ownership in the process whenever possible. This has been a long time coming and I'm sure you are as excited as I am to see a great product, and to thank the

wonderful people that have committed their time and efforts in making this possible. Now don't forget that once it is adopted at the State level that it is not the end of the process. What is more important is that each and every one of you become ambassadors in your own districts. You are the experts in your hometowns so you need to make yourself familiar with the new model and be ready to advocate for quality physical educa-

tion in your own schools. Every great movement began with one small step. If we get just one person to champion quality programming in each school district, and with the obesity crisis, we are primed for great change in Ohio. Don't wait for someone else to take the lead. The greatest danger to our success is inaction by those that claim to be professionals in the field. Be the expert in your community. Be the advocate in your school. We need to speak with thousands of voices and demand to be heard.

As mentioned in earlier publications, the Strategic Planning Committee has also been working hard reviewing the structure of OAHPERD and making recommendations as to structural changes to make the organization more user-friendly and more inclusive. The goals have been to trim the fat, strengthen the financial structure, equally address the issues of *all* of our divisions, allow for more member involvement and develop new leadership opportunities for our young professionals. This is truly a massive undertaking and I am proud of work that the committee is doing and in the end I believe OAHPERD will be a stronger association.

Success is not the result of spontaneous combustion; it is the result of many tiny flickers working together for a common cause. OAHPERD's success and Ohio's success depends on the amount of effort each and every one of you puts into it.

Al Stephens



¹<http://www.inspirationalquotes4u.com/changequotes/index.html>

Executive Director's Message

Cecilia Burford

Toward the Horizon (and Past the End of the Nose on Our Face!)

What's the expression—"Can't see the forest for the trees?" Life's like that.

It all seemed so much easier in the old days.

My mother taught piano in our home part-time; my dad owned a small business in a small town. We could walk anywhere and everywhere, and at any time. We'd come home for lunch each day and have a home cooked dinner served at six each evening. I don't remember ever caring what brand of clothing I wore or making a distinction between basketball and tennis shoes. Baths were taken (not showers) each night. Television was exciting—not overwhelming. On Sunday evening, we set a card table in the TV room to eat dinner and watch the "Wonderful World of Disney." And once a year, we watched the "Wizard of OZ." We didn't lock our doors and we didn't worry.

Of course, *WE* were children.

As I have grown older (older than I ever expected to be), I have not grown wiser; but I am at least more realistic about the reality of life.

The reality is life has never been simple for anyone, not even children. There are pressures and deadlines and bills and crisis for all—no matter the demographic, financial or educational background. But each day follows, one after the other, and each day, the reality of life continues.

Pretty depressing if you let it get to you, isn't it? And that's the easiest thing to do—to be consumed by it all



—because the reality of what "is" is so much closer than what "could be" and often we are misguided in the reality of what really "never was."

For two years, in my role with OAHPERD, the reality of what "is" really angers me. The reality of inactivity and poor nutrition has done a number on *all* of us (especially our children). The reality of what is taught in school versus what is mandated by law to be taught in our schools concerning wellness is infuriating. The reality of the difficulty in changing or enforcing the law to provide instructions in health and physical education can debilitate my work—it can just stop me cold.

But then, thankfully, something always pulls me back from the "is" and makes me see the "could be." There are many things that do it—a note from an OAHPERD member who had success in halting a school board decision to adopt a high school PE substitution policy, a new member to our

association who wants to help, a call from an allied organization that wants to collaborate or needs information, or maybe it's my seven-year-old who asks me to change her dentist appointment to another day because she missed physical education on Tuesday and doesn't want to miss it on Thursday.

It's those moments that let me see the possibility of a bright future—a future that commits to providing every Ohioan a knowledge base upon which decisions can be made that lead to wellness. Because ultimately, and in the grandest of all schemes, that is what we do through OAHPERD.

In OAHPERD, we have the ability to affect change through education. We support our educators (P-16) with advocacy tools, professional development opportunities, and representation of the profession at all levels. We support the recipients of our education—the students, the families and the community—by providing quality experiences that are evidence-based and standards-based. In supporting like-minded community-based associations, we partner to raise millions of dollars EACH year for the American Heart Association research and programming, we collaborate on health-related issues and advise other associations of the importance of the HPERD professions, and encourage a respect of those trained to provide HPERD educational instructions.

This December will mark the end of the 127th Ohio General Assembly. The business of legislation and public

policy will end. But January will mark the beginning of a new legislative term and the presence of a new superintendent of public instruction (see related story, page 10). The work we have done to date (the advocacy, the relationships, the quality instructions in a difficult day-to-day setting)—the reality of what “is”—will assist greatly in taking another step closer to the reality of what “could be.”

The OAHPERD is progressing, too. A new strategic plan that addresses governance and action of OAHPERD is nearing completion. The mission of OAHPERD has been revised and states, “*The Ohio Association of Health, Physical Education, Recreation and Dance is committed to keeping Ohioans healthy and active by providing lifelong learning, professional development, leadership, service, and advocacy.*” And the OAHPERD Vision is new and improved, “*Keeping Ohioans Healthy and Active for a Lifetime.*”

Do you identify with our new mission and vision? Is it what you want, too? Does it bring you closer to the reality of what “could be” and help you take a step away from the reality of what “is”? And, five years from now, will it reflect accurately the reality of the OAHPERD work that “was”?

Let’s all take a step outside of our current and past realities—today, tomorrow and forever. Let’s look to the horizon and let’s be confident that what we do each and every day, and how we do it collectively, takes us one step closer to what “will be.”

Happy days are here again,

Cecilia

Cecilia Burford,
OAHPERD Executive Director
806 Vernon Road
Columbus, Ohio 43209
1-800-828-3468 (toll free)
1-614-239-9479 (office/fax)
ceburf@wowway.com

Fulbright Scholar Report

Physical Best and FITNESSGRAM Resources
to be Used in Sri Lanka



Thomas P. Martin, Ph.D., FACSM, RCEP, Professor in the Health, Fitness and Sport Department at Wittenberg University in Springfield, OH and long time OAHPERD member, presented Mr. Susil Premanayantha, Minister of Education, with Physical Best and FITNESSGRAM/ACTIVITYGRAM resources donated by Human Kinetics publishers (see photo above, April 25, 2008). These resources (books and fitness assessment software), developed through the National Association for Sport and Physical Education (NASPE) and the Cooper Institute, are designed to educate, challenge and encourage all children to develop knowledge, skills and attitudes for a healthy and fit life. The Ministry of Education will use these resources in the on-going evaluation and improvement of physical education instruction in Sri Lanka.

Human Kinetics also donated the same resources to Dr. A.A.J. Rajaratne, Department of Physiology, Faculty of Medicine at the University of Peradeniya, for use in the first certificate and diploma program in Exercise and Sport Science in the country. Dr. Rajaratne will utilize FITNESSGRAM procedures for con-

ducting the first health-related physical fitness assessment of children in Sri Lanka. He intends to establish a national database for health-related physical fitness assessment.

Dr. Martin was in Sri Lanka as a Fulbright Scholar. He began his responsibilities at the University of Ruhuna in Matara where he trained Physical Education faculty to teach the first university level interdisciplinary academic course in Physical Education in Sri Lanka—“Physical Fitness and Health Management.” He then moved to the University of Peradeniya where he did workshops on topics related to health, physical fitness and exercise physiology for faculty, staff, students, sports medicine physicians and professionals in the community. In addition, he advised the Department of Physiology in the Faculty of Medicine on the development of their Exercise and Sport Science program. Dr. Martin also gave a presentation, “Physical Education in Sri Lanka,” at a regional Fulbright Conference in Jaipur, India and presented a Fulbright Public Lecture entitled, “Fitness for Life,” in Colombo, Sri Lanka and at the U.S. Embassy in Beijing, China.

For more information, contact:

Thomas P. Martin,
Ph.D., FACSM, RCEP
Prof., Health, Fitness, & Sport Dept.
Wittenberg University
P.O. Box 720
Springfield, OH 45501
(937) 327-6470
(937) 327-6428 FAX
tmartin@wittenberg.edu
<http://www.wittenberg.edu/~tmartin>



NEWS



Happy 30th Anniversary Jump Rope For Heart!

The American Heart Association, AAHPERD, and volunteers across the country are celebrating the 30th year of Jump Rope For Heart! This program helps fund millions of dollars in research each year—much of which is dedicated to helping children be more heart healthy.

In addition, Jump Rope For Heart promotes the value of physical activity to elementary school children while showing them they can contribute to their community's welfare. This is a time when children can establish the foundation for movement skills. These are also the years when positive learning experiences can help establish a positive attitude and appreciation for participating in regular, daily physical activity for life.

For more information on how you can become involved in Jump Rope For Heart and/or Hoops For Heart, log onto the AHA website at www.americanheart.org.



New Features of the 2008–2009 JRFH/HFH Program

- The 2008–2009 educational kits have excellent lesson plans in the new activity guides. Also included are posters that coordinate with the plans.
- Students who raise money through online donations will be entered into a drawing for a Wii game system.
- Coordinators can qualify for extra US Games equipment for their school by making referrals for the Jump Rope For Heart or Hoops For Heart program. The coordinators receive a dollar amount to use at US Games based on the dollars raised by the referred school.

Cleveland Cavaliers & Lake Erie Monsters Highlight Top Jump Rope For Heart and Hoops For Heart Fundraisers

The American Heart Association's top Jump Rope For Heart and Hoops For Heart student fundraisers from Ohio will be recognized at two Cleveland Cavaliers (NBA) games and two Lake Erie Monsters (AHL) games during the school year. Top fundraisers and coordinators from schools that raised over \$1,500 during the 2007–08 school year with money turned in from their Jump Rope For Heart or Hoops For Heart event after February 15th will be recognized at a Cleveland Cavaliers game on December 12th and a Lake Erie Monsters game on December 13th. Schools with money turned in during the 08–09 school year prior to February 15th will be recognized on April 8th in an exciting pre-game ceremony on the Cavaliers court and will be invited to attend a Lake Erie Monsters game on March 7th.

FREE THROW SHOOTING CONTEST

At the 2008 OAHPERD Convention

Prizes for the most baskets out of ten and a random prize drawing for all participants. Step up, take 10 shots from the basketball free-throw line, record your score, then drop your card in the contest bucket.

Look for the "FREE THROW SHOOTING CONTEST" in the large demonstration area.





Jump Rope For Heart/ Hoops For Heart Scholarship Winner

The winner of this year's Jump Rope For Heart/Hoops For Heart Scholarship is **Kelley Windle**, a physical education major from Ohio University in Athens, Ohio. Kelley conducted a Jump Rope For Heart event at Athens Middle School. For her event she set up jump rope stations such as jump bands, Dance Dance Revolution, long ropes, single rope skills, and double dutch. Volunteerism has been a part of Kelley's life as she

has given her time and resources to MLK Volunteer Day, Special Olympics, and several OAHPERD events. Additionally, Kelley participated in Jump Rope For Heart in her elementary school years and was also on a jump rope team.

Kelley grew up in Columbus, Ohio where both parents were physical education teachers. Their enthusiasm toward their profession had a major influence on Kelley desiring to become a physical educator as well. At Ohio University Kelley played Division I lacrosse and was president of the Physical Education Club. Despite her major involvement in collegiate sports, Kelley maintained a 3.85 grade point average through her college years and graduated with honors. She will receive \$500 from OAHPERD. Congratulations, Kelley!

JRFH/HFH Scholarship

If you are interested in applying for the JRFH/HFH Scholarship, the application is available online at www.ohahperd.org.

The criteria for this award are that:

1. The applicant must presently be a sophomore, junior, or senior at an Ohio college or university.
2. The applicant's major field must be physical education, recreation, health, dance, athletic training, exercise science, sport management or related field.
3. The applicant must be a member of OAHPERD.
4. The applicant must coordinate a Jump Rope For Heart or Hoops For Heart event or must assist another teacher with an event.
5. The applicant must have a favorable academic record (3.0 GPA or higher in major). A copy of the transcript must be included.
6. The applicant must have a strong desire to serve the profession through volunteerism.

For more information on the JRFH/HFH Scholarship Program, please contact Lois Carnes at ECarnes@aol.com.

Ohio Jump Rope For Heart and Hoops For Heart Demonstration Teams

The following Jump Rope For Heart and Hoops For Heart Demonstration Teams were selected as the OAHPERD sponsored demo teams for 2008–2009:

Jump Teams

- Leaping Leopards, Louisville Elementary, Louisville; Coach: Joanie Aljancic
- Leighton Leaping Stars, Leighton Elementary, Aurora; Coach: Stacey Slackford
- Putnam Pumpers, Putnam School, Marietta; Coach: Barbara Moberg
- Ropin' Rockets, North Avondale Montessori, Cincinnati; Coach: Christine Emerson
- Emile B. DeSauze Bumblebees, Emile B. DeSauze Elementary, Cleveland; Coach: Latrice Shields

Hoops Teams

- Whipple Heights Hot Shots, Whipple Heights Elementary, Canton; Coach: Marla Thomas

The American Heart Association and OAHPERD choose six (6) demo teams per year. The chosen teams are dispersed geographically throughout Ohio, i.e., a team in Northwest, in Southeast, in Central and in Northeast. However, locations of teams vary year to year. The goal is to have demo teams available throughout Ohio, at least every other year. If you would like information on how you can become an OAHPERD sponsored team, please contact Jenny Peshina at 330-445-2606 or via e-mail at Jenny.peshina@heart.org.

Supergames



ADVENTURE EDUCATION CENTER

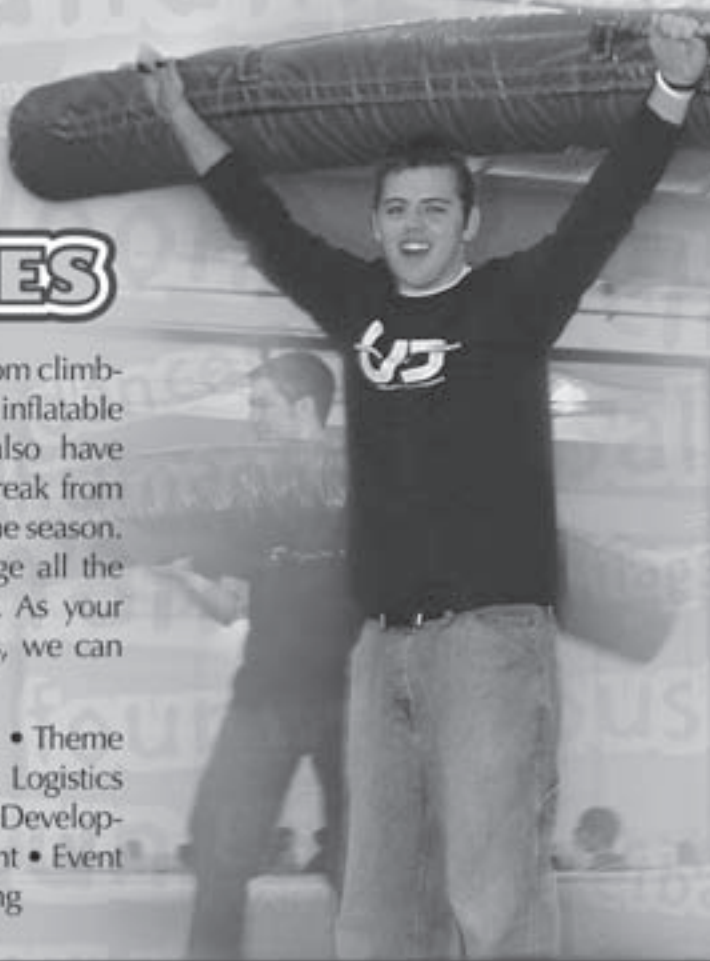
Through "experiential learning" our Adventure Education programs enable individuals to develop and improve a sense of personal worth, confidence, and self-esteem by stretching personal boundaries and learning how to function effectively within any group setting. Our hands-on learning approach can be customized for all ages! If you're interested in learning while you play check out some of the programs we offer:

- Ground Level Teambuilding Initiatives
- High Rope Courses
- Individual High Elements
- GPS Scavenger Hunt
- Jungle Nook
- Cooperative Games
- Create A Cart
- The Big Picture
- Surviving the Survivor
- Boating Safety/Kayaking
- Staff Training

SUPERGAMES

We offer a wide variety of fun activities from climbing walls and extreme air acrobats to inflatable activities and themed activities. We also have package programs that can be a nice break from the routine and a great way to celebrate the season. SuperGames can plan, staff, and manage all the pieces that make a truly SUPER event. As your creative partner in the planning process, we can assist you with:

- Location Selection
- Catering
- Talent
- Theme
- Decor
- Publicity
- Transportation & Logistics
- Casinos
- Caricature Artists
- Concept Development
- Signage
- Musical Entertainment
- Event Layout
- Tents
- Corporate Gifts
- Staffing



www.supergames.org • 614.846.8946



Dr. Ella Shannon

A Career of Advocacy at the Forefront

Prepared by Jacquelyn Cuneen.

Dr. Ella Shannon is a staunch advocate and dedicated proponent of quality sports programs for girls and women. Her career path parallels the development of girls and women's sport in the modern era, and her efforts as a teacher, coach, and administrator played a significant role in the formation of Ohio's school and college sports programs.

From the time she began her career at Loudonville (Ohio) High School until she retired as Chair of the Ashland University Sports Sciences Department, Dr. Shannon was at the forefront of many groundbreaking decisions and events. She was among the first of Ohio's administrators to secure operating funds for women's teams, gain assigned time for women's team coaches, and successfully arrange for women's sports programs to receive local publicity. She was an exceptional coach of basketball, volleyball, and field hockey, having guided her 1972 Ashland field hockey team to an undefeated 10-0 season. She hosted many invitational field hockey tournaments at Ashland in the 1970's, and served as Tournament Director for the first-ever Association for Intercollegiate Athletics for Women (AIAW) National Small College Basketball Qualifying Tournament in 1976.

Between 1972–1983, she was an active member and officer in the Ohio branch of the Division/National Association of Girls and Women's Sport, the Ohio Association of Intercollegiate Athletics for Women (OAIWA), and from 1980–81, she served as President of the Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Dr. Shannon was enthusiastically involved in the implementation of Title IX on the local and state levels, and she actively participated in the debates surrounding the multitude of complex issues regarding the AIAW/National Collegiate Athletics Association (NCAA) governance of women's collegiate athletics.

Throughout her career, Dr. Shannon received numerous honors and awards, including a 1973 Ohio Senate Special Citation for her leadership in women's athletics and the 1998 Ashland University Faculty Mentor Award. She is a member of two halls of fame: the Ashland County Sports Hall of Fame (inducted in 1995); and the Ashland University Sports Hall of Fame (inducted in 1997).

Dr. Shannon inspired many teachers, coaches, athletes, and colleagues during her career. Her vision before, during, and after Title IX makes her one of the most prominent of Ohio's allies for girls and women's sport.

The National Association for Girls and Women in Sport Board of Directors established the NAGWS Pathfinder Award to recognize those who have advocated, recruited, and enhanced opportunities for girls and women in sport leadership within their states. The primary purpose of Pathfinder recognition is to honor those women who have been instrumental in blazing paths for the future of girl's and women's sports through their leadership and tireless efforts. Pathfinders are chosen by representatives from each state AAHPERD association who review nominations submitted to them by general members. OAHPERD's Pathfinder Committee reviewed the nominees for 2009 and selected Dr. Ella Shannon, formerly of Ashland University.

★ Honor Roll of OHIO PATHFINDERS ★

- 2008: Betty Dillahunt, *Springfield*
- 2007: Christine Brennan, *Toledo*
- 2006: Peggy Pruitt, *Athens*
- 2005: Doris A. Drees, *Dayton*
- 2004: Dorothy Leudtke, *Bowling Green*
- 2003: Susan J. Gavron, *Bowling Green*
- 2002: Rita Marie Ernst Schnipke, *Ft. Jennings*
- 2001: Phyllis J. Bailey, *Columbus*
- 2000: Patricia K. Fehl, *Terrace Park*
- 1999: Patricia Buck, *Euclid*
- 1998: Helen A. Ludwig, *Ada*
- 1997: Sue A. Hager, *Bowling Green*
- 1996: Lucinda Williams Adams, *Dayton*
- 1992: Mary L. Motley, *Cleveland*

OAHPERD invites all members to nominate deserving persons to represent Ohio as a 2010 NAGWS Pathfinder. The Pathfinder Award nominee must have made a significant contribution to Ohio girls and women in sport. Nomination materials should consist of a one-page explanation, by the nominator, of why the nominee deserves the award, brief letters of support from three additional HPERD professionals from Ohio, and a 3 x 5 or 5 x 7 inch color photograph of the nominee. Ohio-NAGWS Pathfinder Award nomination materials should be sent no later than September 1, 2009 to: Jacquelyn Cuneen, OAHPERD-NAGWS Liaison, C. 231 Gertrude M. Eppler Complex, Bowling Green State University, Bowling Green, OH 43403

*OAHPERD's Pathfinder Committee: Jane E. Williams (Lakeland Community College), Pamela Bechtel, (Bowling Green State University), Jacquelyn Cuneen (Bowling Green State University), Louisa Rise (Goshen Schools), and Kim Miller (Student Representative, Bowling Green State University).

State Board of Education Selects Next State Superintendent of Public Instruction

Press Release from the ODE

Submitted by Lisa Henry, State of Ohio Physical Education Consultant

COLUMBUS This afternoon (Oct. 14, 2008), the State Board of Education unanimously voted to appoint Deborah Delisle as the next state superintendent of public instruction.

"I deeply appreciate the opportunity to work with the State Board on the selection of Deborah as our next state superintendent of public instruction," said Governor Ted Strickland. "I believe Deborah is exactly the right person for the job at the right time. I look forward to working with her to accomplish our shared goal of building a world-class education system for Ohio students."

Deborah Delisle replaces Susan Tave Zelman, who has served as state superintendent since 1999. Zelman announced her resignation earlier this year and will start Nov. 3 as the senior vice president of education at the Corporation for Public Broadcasting in Washington, D.C.

"I am confident that Deborah will continue our strong reforms of the past decade and bring a new vision that will elevate our education system to one of world prominence," said State Board President Jennifer L. Sheets. "We were looking for an individual that would bring together stakeholders and advocate for public education. I am certain Deborah brings the right skills and experience to lead Ohio's education system."

In June the State Board hired Hudepohl & Associates, a Columbus based executive search firm, to manage the search. The State Board interviewed five candidates for the position. In addition to members of the State Board, Governor Strickland's chief of



Deborah Delisle, State Superintendent of Public Instruction

staff John Haseley and State Senator Joy Padgett served as members of the Board's search committee.

"I am honored to be selected as state superintendent of public instruction," said Deborah Delisle. "I am excited to jump right in and work with the State Board, governor, legislature, our districts and the many other education stakeholders to ensure our students are prepared for success in today's global economy."

As state superintendent, Delisle will lead and supervise the state's and secondary elementary education system; oversee the Ohio Department of Education (ODE); administer licensing of Ohio's early childhood through high school educators; serve as the State Board's secretary; and manage relationships with key stakeholders, such as the governor, state legislature, chancellor of Ohio's university system and local school districts. Delisle will start no later than Dec. 1, 2008 with an

annual salary of \$194,500, an option of a car allowance of \$550 per month or use of a State vehicle and up to \$7,500 relocation assistance for reasonable and customary expenses to facilitate her relocation to central Ohio.

Since 2003, Delisle has been the superintendent of the Cleveland Heights-University Heights School District. She previously held the position of associate superintendent for educational services at the Cleveland Heights-University Heights School District. As superintendent, Delisle implemented the district's One to One Teaching and Learning with Technology program, which by 2012 will provide all students and teachers in grades 6 through 12 with a laptop computer for wireless learning. The program is in its pilot year this school year and recently distributed laptops to all students in the Monticello Middle School. Delisle also has partnered with two neighboring school districts to establish an International Academy, which will provide a bilingual program of English and Mandarin Chinese, and led the transformation of the Cleveland Heights High School into five small schools.

Delisle is a member of many educational associations and committees, including ODE's International Education Advisory Committee and the Buckeye Association of School Administrators' State Report Card Committee. She serves on the Executive Board for the Midwest Regional Lab of Learning Point Associates, Minority Student Achievement Network's Governing

Board, the Greater Cleveland Schools Superintendents Association's Executive Board and has held the positions of Treasurer and President-Elect on the Ohio Schools' Council.

In 2008, *eSchool News* named Delisle one of 10 Tech Savvy Superintendents in the nation, and she was selected as one of America's Top Twenty Educators by *Learning Magazine*.

Prior to joining the Cleveland Heights-University Heights City School District, Delisle held the positions of director of academic services, director of curriculum/professional development and elementary school principal in the West Geauga School District; language arts specialist in the Orange School District; and coordinator of the K-12 gifted/enrichment program in the Shaker Heights School District. She has also taught graduate level courses at Kent State University, Ursuline College, University of Northern Colorado and Simon Fraser University.

Delisle conducted her post-graduate work at Kent State University and Ashland University in administration and curriculum development. She received her Bachelor's degree from Springfield College in Massachusetts and a Master's degree in Special Education from Kent State University.

Note: The State Board of Education has set education policy and directed the planning and evaluative functions of Ohio's public schools, as well as appointed and evaluated the Superintendent of Public Instruction since 1956. The vision of the State Board is to ensure higher achievement for all students. The State Board is made up of 19 members, including 11 elected and eight appointed members. The chairs of the education committees of the Ohio House of Representatives and Ohio Senate serve as ex officio members.



79th Annual OAHPERD State Convention

December 3–5, 2008
Greater Columbus Convention Center
Hyatt Regency Hotel

BEST PRACTICES

for Health, Physical Education,
Recreation, and Dance

Convention Registration Hours:

Wednesday,
4:00–7:30 P.M.,
Hyatt Regency Lobby
Thursday,
7:30 A.M.–4:00 P.M.,
GCCC Exhibit Hall C
Friday,
7:00–10:30 A.M.,
GCCC Exhibit Hall C

Kick-off Social

Wednesday, December 3
8:00–11:00 P.M.
Max & Erma's,
55 E. Nationwide Blvd.



Town Hall Meeting

FRIDAY, DECEMBER 5
8:00–8:30 A.M.
GCCC EXHIBIT HALL C

FOOTBALL FANATIC FRENZY

Adventure Education Center
SuperGames

Thursday, December 4

All Convention Social



HEART-i-GRAS

Celebrating 30 Years of Jump Rope For Heart!

Thursday, December 3
7:30–10:30 P.M.
Hyatt Regency Columbus

This year—we're excited to try something new to celebrate something "old"! We've rolled all the socials—AHA, All College and President's Reception—into one big hoopla!

Student Memorial Scholarship Raffle and Silent Auction

Tickets \$1 ea. or 11 for \$10

Look for student volunteers selling tickets throughout the convention.

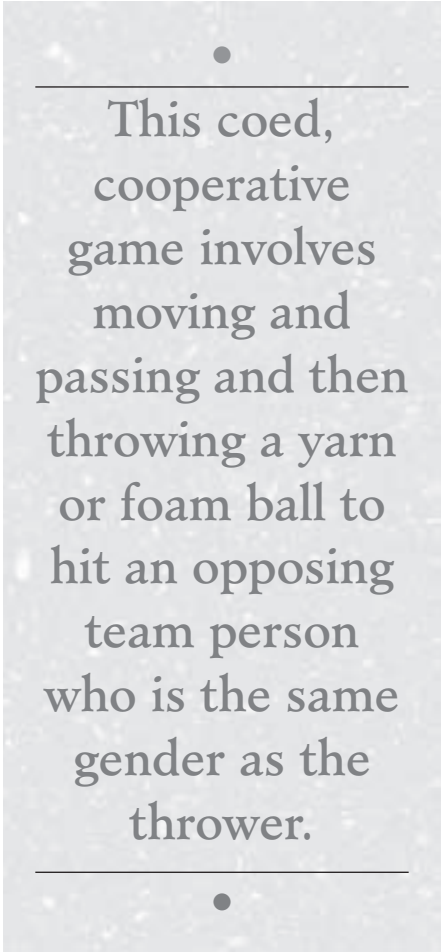
Reaction to the Game “FRIENDSHIELD” by Shiri Ayvazo and Izack Ram

(published in the Spring/Summer issue of *Future Focus*)

Editorial Comment by David E. Belka

In the Spring/Summer 2008 issue of *Future Focus*, the game, “Friendshield,” was described in detail. This paper analyzes the value of this new game and offers some suggestions and cautions about its use. This coed, cooperative game involves moving and passing and then throwing a yarn or foam ball to hit an opposing team person who is the same gender as the thrower. The opposite gender on one’s team may position in front of the target person (person to be hit by the other team’s throwing) to act as a shield and prevent that person from being hit.

Figure 1 shows the Ayvazo and Ram (2008) initial organizational set-up for “Friendshield.” Each team has four field players, three outside the boundaries of the play area around the opposing team, with one inside the other team’s playing area and stationed inside a hoop. The remaining boys and girls on each team, called home players, are scattered inside one-half of the playing area but on the same half as the opposing team’s field players. The object of the game is for one team to move the ball to an advantageous position so that a field player can throw at an opposing player. What makes this game different from simple dodgeball is that girls may only throw at girls and boys only at boys. Thus, if a boy has the ball, girls on the other team need to position in front of their teammate boys, thus providing a shield for the targeted male players.



This coed,
cooperative
game involves
moving and
passing and then
throwing a yarn
or foam ball to
hit an opposing
team person
who is the same
gender as the
thrower.

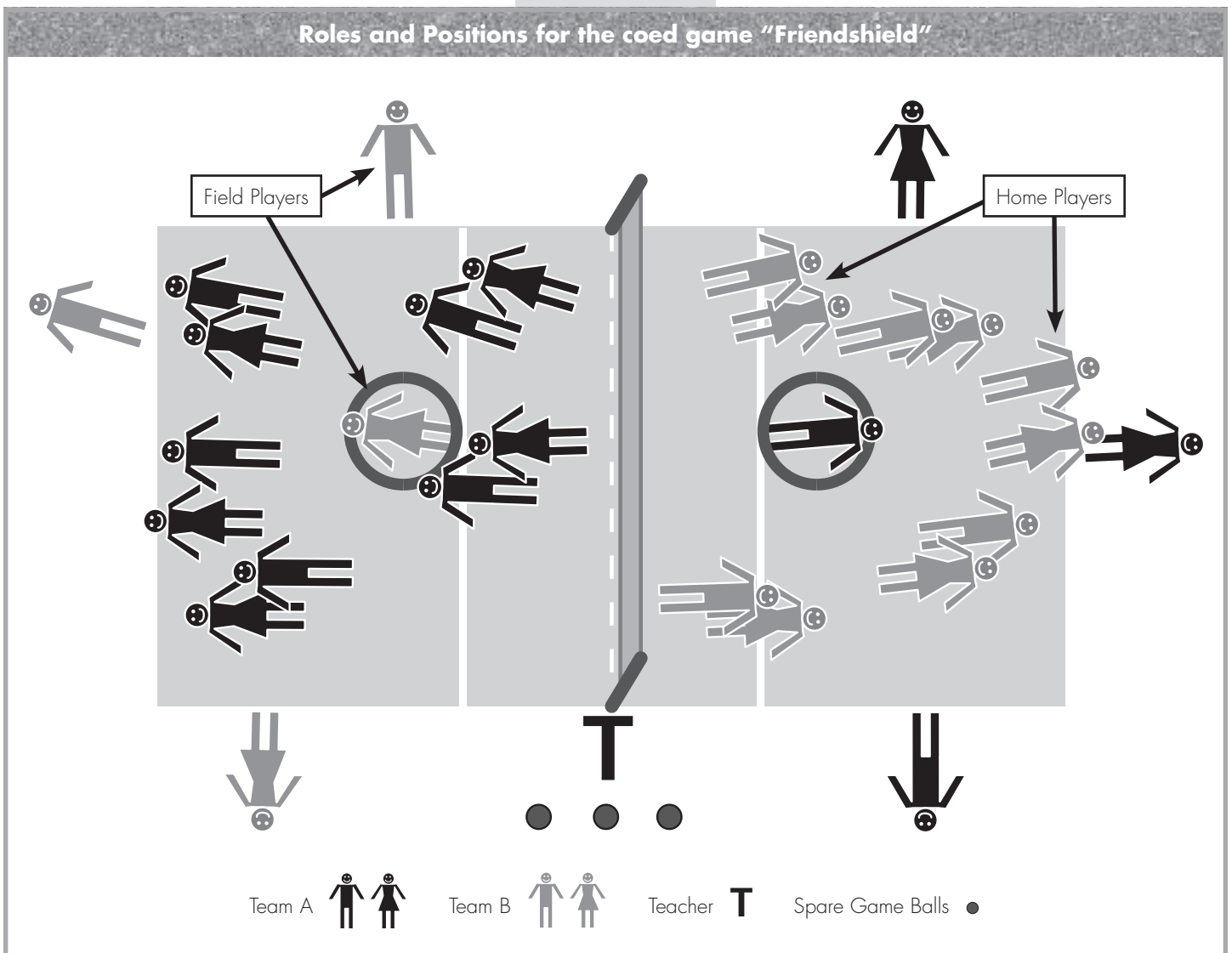
So, quick passes from one gender to the opposite gender teammate cause positioning problems for the other team. If a girl has the ball and boys are shielding their teammates, a quick pass to a boy forces repositioning by most, or even all, members of the opposing team players on the court (home players). Authors Ayvazo and Ram stress cross-gender tolerance and cooperation between boys

and girls as their primary objectives. Since the game cannot be played successfully without this cooperation, there is good potential for achieving these objectives in “Friendshield.” The inclusion of a throw at an opponent within five seconds also encourages quick passes to teammates. Note that the authors suggest that a five-second possession rule for individual players may be a more suitable rule. Of course, quick passing to the other gender is really the main tactic for offensive players; to me, the individual time-limit is more appropriate than forcing a throw at the opponent in such a short five-second time span.

In defensive play, boys and girls need to protect each other by shielding to prevent the other team’s throws from hitting the same gender as the thrower. Of course, if a shield person is hit, no points are scored and the shielding team takes possession of the ball and play continues. It is important there is a change of possession that the home players quickly pass the ball to one of their “field” teammates. The same gender throwing rule also promotes passing to teammates of the opposite gender who have repositioned to have a potentially successful throw at another team’s person of the same gender as the thrower.

The authors could have explained that the best tactic included throwing the ball from the home players to a field player as quickly as possible. The preferred strategy is then working the ball to opposite gender field players

FIGURE • 1



near the other team's home players. It is especially important to use the teammate within the hoop to cause many positioning problems for the other team's home players. Note that the person within the hoop is not to be thrown at, but is a field player and may throw at opponents.

I think the game has value for repositioning using throwing. Shielding is a skill that is also important in soccer and hockey to provide protection for the goalie. In fact, I suggest this game be called "Teammate Shielding" as it is more descriptive of what occurs in the game. However, there are some

cautions about using Friendshield, and some suggestions about its appropriateness.

1. There is no need to have boys and girls who are hit leave the game. Since a point is awarded for such hitting, simply continuing the game is adequate and appropriate.

Elimination games have been highly criticized (Belka, 1994; Graham, 1992; Williams, 1992).

2. I was quite surprised that "Friendshield" was presented as a large-group game. Numerous

authors (Belka, 1994; Griffin, Oslin & Mitchell, 1997; Morris, 1976; Rink, 1984) have stressed small-sided games as much-preferred to large-group games.

In this regard, it seems that the same objectives that Ayvazo and Ram promote may be achieved with small sides. Within a smaller area than even one-half of the basketball court, four field players could be positioned against four players (home) on the other team. This would promote more chances since long passes to the other side of the gym would be

eliminated. In the class, there would be 3 or 4 games occurring simultaneously within smaller playing areas. The game could be played outside as well. If points are used, I suggest that roles change after a predetermined number of points, but much lower than the 15 points the authors advocated. To ensure that all boys and girls have an equal time playing as field players, I suggest using a timer rather than scoring a specified number of points. Using a timer can work well if the four versus four smaller games are used.

3. The large-group game as described by the authors requires considerable organization and monitoring, again a criticism of traditional, large-group games. The teacher usually controls the game and referees and keeps score. These roles are transferred to the players when several small-sided games occur simultaneously. In addition, the passing from the home players to field players is eliminated in the small-group games. In the large-group game, I envision long, inaccurate passes occurring frequently in possession changes.
4. No specific mention of where in the physical education curriculum Friendshield should be placed is given. It appears the upper elementary school level is where this can occur. No mention of prerequisite skills

or tactics is explained either. Some previous game experience with Hoop Guard (Belka, 1994) involving partners guarding to prevent an opponent from throwing a foam ball or bean bag into the guarded area may be helpful here. Also, Doolittle and Girard (1991) proposed a series of partner tasks for scoring and goalkeeping in floor hockey. Experiences such as these may be good prerequisites prior to the modifications I suggest for the Ayvazo and Ram game of Friendshield or Teammate Shielding.

5. The authors mention that in cases where the gender numbers are far from equal that pinnies or some other player identification system be used. I think this would be difficult. If used, teachers need to consider teams that have similar colors for throwing; i.e., one team with blue and green throwing only at each other, while yellow and orange only throw at each other. In this case, the objective changes from gender cooperation to teammate cooperation.
6. I have been a long-time critic of dodgeball because the game emphasizes throwing at other people. In addition, the game doesn't lead anywhere; adult sports involve throwing objects to someone or near someone, not at someone. But this game, with the modifications that I propose, has value for the objectives the

authors set forth. Learning to shield and protect a teammate is a worthwhile object and has transfer to sports such as soccer, hockey, and even basketball.

References

- Ayvazo, S., & Ram, I. (2008). Friendshield: Merely Dodgeball or a coed cooperative game with merit? *Future Focus*, 29(1), 17-22.
- Belka, D.E. (1994). *Teaching children games: Becoming a master teacher*. Champaign, IL: Human Kinetics.
- Doolittle, S.A., & Girard, K.T. (1991). A dynamic approach to teaching games in elementary physical education. *Journal of Physical Education, Recreation and Dance*, 62(4), 57-62.
- Graham, G. (1992). *Teaching physical education: Becoming a master teacher*. Champaign, IL: Human Kinetics.
- Griffin, L.L., Mitchell, S.A., & Oslin, J.L. (1997). *Teaching sport concepts and skills: A tactical games approach*. Champaign, IL: Human Kinetics.
- Morris, G.S.D. (1976). *How to change the games children play*. Minneapolis: Burgess.
- Rink, J.E. (1985). *Physical education for learning*. St. Louis: Mosby/Times Mirror.
- Williams, N.F. (1992). The physical education Hall of Shame. *Journal of Physical Education, Recreation and Dance*, 65(2), 17-20.

David E. Belka is Professor Emeritus at Miami University, Oxford, Ohio.



American Alliance for Health,
Physical Education, Recreation and Dance

Interested in becoming an AAHPERD member?

Visit the AAHPERD website: <http://www.aahperd.org> or contact AAHPERD Membership directly at: 800-213-7193 or membership@aahperd.org

Response to Belka's Critique of the Article on the Game "Friendshield"

By Shiri Ayvazo and Izack Ram

First, we would like to thank the author for taking the time to respond and critique the article "Friendshield." The critique is based on an accurate analysis of the game and its components and therefore is, for the most part, welcomed by us. Other arguments made in the critique are in opposition to our understanding of the game and how best to implement it. Practical experimentation with Friendshield in the middle school setting resulted in craft knowledge regarding the game that obliges us to respond to the critique.

Friendshield's primary goal is to develop gender cooperation. The critique suggested renaming the game "Teammate shielding." Nonetheless, the name "Friendshield" better depicts the social value inherited in the boy-girl cooperation. Team cooperation is certainly enhanced in the game Friendshield, yet only as a secondary goal. Therefore we believe Friendshield is a more suitable name for the game. Our experience also shows this name has been attractive and appealing for students.

Both authors of the Friendshield article firmly believe elimination games are not functional to the lesson's objectives. Indeed, one could argue that points scored for each strike of a player would be sufficient enough in Friendshield, so that elimination of the player hit is no longer necessary. Nevertheless, the two-minute intervals structured within the game significantly limit the out-of-game time. Our experience shows

that, in actuality, students spend no longer than few seconds on the sidelines. Further, such temporary elimination allows the struck students to recover from accumulated tension or fatigue, and gives other players the opportunity to be more involved in the game play. We believe such opportunities entail great educational value. Additionally, elimination allows for a knockout win upon three players being hit, even if 15 points were not accumulated yet. Elimination, in this case, enriches the tactical possibilities of the game and thus is warranted.

The critique considers Friendshield appropriateness as a lead-up game that fosters practice of manipulative and locomotor skills required in various sports such as field hockey and soccer. Indeed, the skills of passing, shielding, and playing under pressure, that are common in these sports, are also prevalent in Friendshield. Nevertheless, one of the most culturally valued instructional units in the physical education curriculum in the authors' country is recreation and leisure play (e.g., ultimate Frisbee). Friendshield in that country represents culturally-relevant physical education content. Therefore we suggest Friendshield has its own "right of existence" as a recreational activity that carries clear educational values and not only as a preparation or a lead-up game to more traditional well-established sports.

Finally, the critique argued for practicing Friendshield as a small-sided game. Reducing the number of players in each group would jeop-

ardize the uniqueness of the game. Friendshield, as previously mentioned, is a culturally-relevant recreational activity. As such, we support its festive, stimulating and consolidating nature, that seem to subsist within (and perhaps due to) a large-group context only. Furthermore, in light of the large number of students in physical education classes, administering few small-sided Friendshield games at the same time would require fine managerial skills and thus might be challenging to deliver, particularly for novice teachers. Nevertheless, we agree with the suggestion to use small-sided and modified games as preparation to playing the game in its fullest version. Finally, we concur with the suggestion to follow a five-second possession rule for individual players. Indeed, the individual time-limit will be more suitable, while team time-limit could be an extension rule for more advanced group of learners.

Shiri Ayvazo, an OSU Alumnus, is currently an Assistant Professor in the Department of Sports Education Leadership at the University of Nevada, Las Vegas. She specializes in K-12 PETE and her research examines the pedagogical content knowledge of physical education teachers.

Izack Ram is with the Zinman College of Physical Education and Sport Sciences, Wingate, Israel. His main interests are history and philosophy of physical education and sport and physical education teacher education.



Updating Your Coaching Toolbox:

Bridging the gap between coaching research and practice

What is this column all about?

This column is the second in a series of articles in *Future Focus* which will be written for coaches by a coach. The goal of this column is to provide information about recent coaching research to coaches in a user-friendly format. With this in mind, the author will briefly review a recent coaching article from a professional journal, critique it, and offer practical applications for coaches to use in their everyday coaching. It is the column's intent to encourage a realistic bridging of coaching science to coaching practice through discussions of real world applications of research. This column will be written with coaches as the intended audience with the following assumptions:

1. Some coaches are interested in applying recent research from coaching science to their coaching.
2. Most coaches have limited access to professional journals that provide scholarly research on coaching science, nor have many coaches time to read, understand, and digest articles in these publications.
3. Implementation of research results into coaching practice can be challenging. Many of the scientific articles are written in a language that is appropriate for scholarly (academic) publications, but many of the writings make it difficult to understand how to apply the results to coaching practice.

"Bridging the Gap between Coaching Research and Practice" is intended to offer coaches access to recent research in an easy-to-use set-up so that coaches may apply this knowledge to their coaching. If coaches also learn how to dissect and analyze research from reading this column, then this would be beneficial. Questions, comments or suggestions about current and/or future articles and topics are welcomed at msherdan@tvschools.org.

Where is my Lollipop?

Working Toward Rewards and Away from Punishment and Threats!

By Michael Sheridan

When I was a head coach, I remember becoming frustrated with listening to experts telling me that I should "be more positive" and that I should consider using more rewards instead of punishment with my athletes. Frequently, I would read or listen to the advice of a more experienced coach or administrator who emphasized the value of rewarding what I desired, instead of punishing what I did not want from my athletes. In fact, I remember bristling at the thought of rewarding what I thought should be "expected behavior." "Why would I give our athletes a day off from practice tomorrow just because they gave a great effort today?" My thinking was that, our athletes should just naturally be motivated to practice hard; I should not have to reward them for what I believed to be required behavior. As a former athlete, I did not remember needing someone else to reward my efforts to motivate me. Wasn't I always motivated to box out every time without a coach rewarding my exertion? Regretfully, the answer to that question is... no. Like many of us, I needed some inspiration to sustain and improve my performance. As former athletes, many of us had to run "suicides" in practice when we didn't box out or if we missed a foul shot. When I was punished for making a mistake, I recall thinking "why am I running for missing a foul shot—I tried to make it."

Those acts of punishment led to resentment and hostility directed toward my coach. Those emotions did not inspire me to persevere—I was much less motivated to do what the coach wanted after running for a mistake. If a lot of what we experienced as athletes was punishment for unwanted behavior, how can we, as coaches, change our approach to providing rewards for desired behavior without being perceived as becoming "soft" on our players?

Using punishment as motivator may help us as coaches immediately change our athletes' unwanted behavior. For example, punishing an athlete by making a player run laps or perform push ups when she forgets to hustle after a loose ball may encourage her to dive on the floor after the very next loose ball. However, if her motivation to hustle more is solely to avoid punishment, she will likely not dive on other loose balls, except for the next one. By contrast, providing a reward for when she does dive on the floor is more likely to inspire her to sustain her behavior change over time. What reward(s) could(coaches) offer that would inspire her to dive on the floor every time? High school and junior high school coaches do not have financial rewards (e.g. scholarships) that can be offered to players to inspire them to give great effort and shape their behaviors. However, by better understanding the value of extrinsic reinforcers (rewards) on athletes' motivation, coaches can learn to use effective rewards to elicit desired behavior instead of punishing unwanted actions. The Amorose and Horn (2000) article reviewed for this issue represents research on how extrinsic reinforcers (scholarships) affected athletes' motivation to perform and will subsequently provide suggestions about how coaches might effectively use extrinsic reinforcers in their everyday coaching.

Article Review

Amorose, A. J., & Horn, T. S. (2000). Intrinsic motivation: Relationships with collegiate athletes' gender, scholarship status, and perceptions of their coaches' behavior. *Journal of Sport and Exercise Psychology*, 22, 63–84.

Tony Amorose and Thelma Horn (2000) sought to determine if intrinsic motivation levels of 199 male and 187 female NCAA Division I athletes

(ages 17–23) representing football, field hockey, gymnastics, ice hockey, swimming, and wrestling varied as a function of their gender, scholarship status, and the number of athletes on each team who were perceived to be on scholarship. Athletes on full scholarship scored significantly higher on motivation scales than did athletes who were not on scholarship. No support was found for the notion that athletes' scholarship status would affect their intrinsic motivation. The authors concluded that perceived

I remember bristling
at the thought of
rewarding what
I thought should be
“expected behavior.”

coaching behavior seemed to have a greater impact on intrinsic motivation than did scholarship status. In this study, an athletic scholarship (as an extrinsic reinforcer) did not undermine athletes' intrinsic motivation and enjoyment of their sport.

Applying Research Findings to Coaching

The results derived from Amorose and Horn's study would not surprise many coaches; it seems natural to assume that NCAA Division I scholarship athletes would be highly motivated to perform to maintain their scholarships. However, if athletes are only motivated to perform to earn (or keep) their scholarships (extrinsic reinforcers), over time it is pos-

sible that even scholarship athletes suffer drops in their motivation to give their best efforts all the time. Anecdotally, there are many examples in the mainstream media that suggest that even scholarship athletes are not always “up” for competitions and practices. For junior high school and high school coaches who do not have scholarships to influence athletes' motivation, what kinds of things can coaches do to reward the behavior that they desire? Amorose and Horn's conclusion that coaching behavior was at least as or more important than scholarship status has essential implications for coaches: **coaches' use of appropriate rewards can influence athletes' motivation to perform.**

One of the most valuable lessons that I learned in teaching was the use of “extrinsic reinforcers” that elementary teachers used to produce desired student behaviors. During the first few years of my experience as an elementary physical education teacher, I drained myself (and my students!) by constantly focusing on what was wrong instead of rewarding behaviors that I wanted. This outdated approach led to long, frustrating days. However, I observed one of our second-grade teachers extrinsically reinforce her class, ignoring unwanted behavior (an off-task discussion) and rewarding desired behavior (students' directed attention to her instructions). Seems simple, right? Because most coaches and teachers are taught to note and correct mistakes, and because most coaches and teachers are judged by how much “control” they have over their classrooms and teams, it is reasonable to expect that they would try to correct each error by noting it, stopping it, and trying to change it. Nevertheless, as I quickly learned, that approach led to students' defiance, power struggles, and did not elicit the behavior I was seeking. After struggling with each of

those challenges, I decided to model what I saw that second-grade teacher demonstrate with her students: provide extrinsic reinforcers for the behavior that I wanted instead of trying to eliminate the behaviors that I did not want. This new approach was like drinking a magic potion: rewarding expected behavior instead of punishing unwanted conduct improved my days, encouraged student motivation, and resulted in the behavior that I sought!

Coaching is fundamentally about one thing: changing behavior. Coaches are charged with influencing athletes to try something with which they may be uncomfortable or asking athletes to perform something new (which is also likely uncomfortable). To influence others, coaches can choose the “positive approach” or the “aversive approach” (Smith, 2005). The positive approach strengthens desired behaviors by motivating players to perform and then reinforcing these behaviors when these learned behaviors occur. The “aversive approach” attempts to eliminate unwanted behaviors through punishment and criticism, mostly through fear (Smith, 2005). Most coaches use a combination of positive and aversive approaches with their teams and athletes (Smith, 2005). When coaches punish or threaten players, immediate, desired results usually occur; for example, the following possession usually improves immediately if coaches threaten athletes with running sprints. While this short-term solution is easy and fast, like most quick fixes, the changes are temporary. In fact, without the presence of the coach (e.g. in game performance), the behaviors are likely to return as fast as they were extinguished. Punishing mistakes develops a fear of failure, arouses resentment, hostility, and may contribute to unconscious or subconscious defiance toward the coach. Does this suggest that coaches

should never criticize athletes? Of course not, for correcting athletes’ mistakes immediately, specifically, and appropriately is one of the primary roles of a coach. However, rewarding athletes for desired behaviors promotes a desire to achieve rather than encouraging an (often unseen) fear of failure. The choice of using a positive or aversive approach with one’s coaching can greatly contribute to creating a climate of that leads to athletes’ improved motivation.

•
—
... rewarding
expected behavior
instead of punishing
unwanted conduct
improved my days,
encouraged student
motivation, and
resulted in the
behavior that
I sought.
—
•

Concerns are often raised about the possible negative effects of using an extrinsic reinforcer (bribe) and its effect on intrinsic motivation. That is, if the athlete is only motivated toward achieving the reinforcer, then when the reinforcer is removed, the athlete will no longer be intrinsically motivated to perform the desired behavior. However, the nature of the extrinsic reinforcer is the important consideration. An extrinsic reinforcer should be chosen if it has more

value for the recognition rather than for the reward itself. For example, if coaches choose to give trophies, money, or pizza for the best “foul shooter,” then players may only be motivated to earn the pizza when what coaches want is for athletes to become more focused on practicing free-throw shooting. However, if coaches choose a reinforcer, for example, a lollipop, Starburst, Jolly Rancher, or PowerAde, etc. (Thompson 2003) that is valued more for the recognition that it provides rather than for the object itself, then coaches are more likely to obtain the desired behaviors from their athletes. Furthermore, coaches’ use of reinforcers is important; if coaches use the reinforcer as a threat to be removed if the player does not perform, then the reinforcer will be perceived as “controlling” and, subsequently, athlete motivation may decrease. Nevertheless, if the coach uses the reinforcer to highlight desired behavior and provide recognition of accomplishment, then the reward is more likely to be perceived by athletes as motivating.

In Table 1, Thompson (2003) provides some suggestions for more and less effective use of rewards in one’s coaching.

While using rewards to reinforce behavior may seem to be contrary to the methods that many coaches learned (why should coaches reward expected behavior?), motivation can be positively affected by working toward specific, reinforced goals (leading to sustained long-term behavior change) as opposed to being motivated to change behavior by avoiding punishment. So, coaches, when the experts say “stay positive,” don’t dismiss their advice, like I used to do; consider how you can focus on what, when, how, and where to provide appropriate positive reinforcement with your athletes!

TABLE • 1

Rewards	
More effective rewards	Less effective rewards
Choose a reward that is valued for the recognition that it provides rather than for the reward itself (Lollipop, Starburst, etc.).	Choose a reward that, in itself, is more valuable than the recognition that it provides (money, trophies etc.).
Use the reward to shape behavior instead of using it to control athletes' actions (offer lollipops more frequently at the start of training and gradually remove the frequency of reward as the desired behavior appears more often).	Use the reward to control behavior ("if you don't dive on the floor, you won't get \$10").
Reward desired behavior that is within the athletes' control: Provide a lollipop or starburst (after practices or games) for great effort plays like diving on the floor, sprinting hard in transition, etc.	Punish unwanted behavior that is outside of the athletes control: "You are going to run all night if you don't start making foul shots."

NEXT ARTICLE: "To take or not to take the game winning shot: Developing a motivational climate that encourages risk-takers."

References:

- Amorose, A. J., & Horn, T. S. (2000). Intrinsic motivation: Relationships with collegiate athletes' gender scholarship status, and perceptions of their coaches' behavior. *Journal of Sport and Exercise Psychology*, 22, 63–84.
- Smith, R. E. (2005). Positive reinforcement, performance feedback and performance enhancement. In J. M. Williams (Ed.), *Applied sport psychology: Personal growth to peak performance* (5th ed., pp. 29–42). Mountain View, CA: Mayfield Publishing.
- Thompson, J. (2003). *The double-goal coach*. New York: Harper-Collins.

Michael P. Sheridan, Ph.D., has more than 20 years of experience in education as a: college head men's basketball coach; university professor; high school athletic director; high school golf and cross country coach; high school head boys basketball coach; and high school and elementary physical education teacher. Dr. Sheridan is the Chair of Coaching Science for the Sports Science division of OAHPERD. He is also a coaching education trainer, certified to instruct coaching courses produced by the National Federation of High Schools (NFHS). Sheridan currently is an elementary physical education teacher and high school boy's basketball coach in the Tri-Valley School District. For more information contact Dr. Sheridan at msheridan@tvschools.org.




Technology for Student Assessment and Class Management

- NEW! Compatible with Tanita BF-350 body fat scale
- Rubric—standards assessment
- Health-Related Fitness Assessments
- The President's Challenge
- Add your own assessments
- Attendance with notes
- Exercise heart rate & steps
- Compatible with Palm PDA
- Compatible with MicroFit FAS-2 testing equipment

M I C R O F I T®

Your Technology Partner

1-800-822-0405

www.MicroFit.com

Get Involved!

Developing Future Professionals in a Majors' Club

By Kevin M. Lorson, Judy Jagger-Mescher, Emily Perry and Michelle Thibaut

Quality physical education starts with high quality professionals. As Ohio embarks on standards-

based quality physical education and districts retool their health and physical education faculty, the need is apparent for highly qualified, professional educators (Siedentop & Tannehill, 2000). A majors' club is one avenue for a teacher preparation program to use to develop professionalism in future teachers.

A professional is a person that provides "state-of-the art" service and best practices to their clients (Rink, 2006). Professional health and physical educators provide current knowledge, skills, and attitudes that lead to a physically active and healthy lifestyle in their students. A majors' club can be used to establish, practice and develop professionalism in pre-service physical educators; contribute to the professional socialization of future physical educators; set a tone of professionalism throughout the department (Lawson, 1983); and serve as a training ground to develop future leaders within the field. A high level of professionalism is one ingredient in providing high-quality health and physical education for Ohio's children.

The purpose of this article is to discuss a majors' club and its benefits to students, the department and

A major's club is a useful tool in developing professionalism in future health and physical educators. The purpose of this article is to discuss a majors' club and its benefits to students, the department and the profession. A discussion of activities, meetings, organization of the club and the role of the faculty advisor in providing relevant information to students and faculty interested in starting or maintaining a majors' club is presented.

the profession. The article also provides ideas and strategies to form and maintain a majors' club. Many different types of majors' clubs exist in the health and physical education field ranging from a departmental club that would include all majors within the sport, exercise, recreation, health and physical activity discipline, to a content-area specific majors' clubs (e.g., separate clubs for Physical Education, Health, or Sport Management), to a special topic club within each major such as a Teaching Games for Understanding Club (Butler, 2003). While not a focus of this paper, national organizations (e.g. Phi Epsilon Kappa) and honoraries are also a resource to develop future professionals. Each type of club can have a positive impact on developing professionals and this article would be appropriate for each type of majors' club.

Importance of a Majors' Club

Majors' clubs provide benefits to the student members, department, community and profession. The benefits realized may be particular to the

type, size, available resources and goals of the club. To realize some or all of the benefits of a majors' club will require effort

and energy from both student members and faculty advisors.

Student Benefits

A majors' club has the potential to provide professional, academic, and social benefits to student members. Through an informal survey of Wright State Majors' Club, members identified social and academic outcomes as the principal reasons for joining a club. From a social perspective students see the club as a venue to acquaint themselves with other students outside of their cohort group and develop friendships outside of class. This is especially important for a program or campus with a large number of students or commuting students. Club involvement could help develop a sense of attachment and belonging to the school, department and profession. A majors club can also contribute to the development of a learning community (Sullivan, 2006). Club events provide the opportunity to network with faculty and other health and physical education professionals. The club also provides an organization to facilitate participation in campus events such as community

service projects and intramurals. These campus and community activities are service experiences students can add to their résumés or use to complete eligibility requirements for scholarships such as the Jump Rope For Heart Scholarship.

The majors' club provides an environment to enrich content knowledge and pedagogical skills as well as develop an appreciation for lifelong professional learning. Club activities could include enrichment activities that are not part of the course of study such as hiking, initiatives/problem-solving, team-building, climbing, camping and canoe/kayak trips. Other enrichment experiences include: job search activities, such as mock interviews, résumés, and cover letters; Praxis II test preparation; and graduate school information. The club could visit teachers to observe and experience different teaching styles and curricula. Local teachers or recent graduates could also visit club meetings to discuss professional experiences and perspectives about teaching health and physical education. Public speaking, leadership and collaborative skills are also developed in students during club activities and meetings.

Attendance at conferences such as the annual OAHPERD Convention with other club members provides enrichment and professional development beyond the course of study. Through a positive convention experience the student can see the importance and benefits of professional organizations and on-going professional development. A positive convention experience is key to increasing the likelihood of future attendance at a state or national convention, membership in OAHPERD and/or AAHPERD, and continued professional involvement. Involvement in these activities creates an appreciation for the contribution of professional organizations and professional

involvement to develop high quality health and physical programs. Similar to the ingredients of a physically active lifestyle in children, teachers also need to develop skills, knowledge and an appreciation for professional development for continued professional involvement throughout their career. A majors' club is one tool to cultivate these ingredients in future physical educators during the teacher preparation program.

●

Majors' clubs
provide benefits
to the student
members,
department,
community and
profession.

●

Department Benefits

The department benefits from the increased visibility of student involvement in club activities. Club involvement in campus and community activities can bring attention to the department in campus media and alumni newsletters. Club meetings can be an opportunity to share departmental news and updates to assist students' smooth progression through the course of study. Club activities designed to develop a sense of belonging and attachment to the major and department can also be a student recruitment or retention strategy. A developed sense of attachment to the department may result in long-term effects such as support for

the department as an alumnus. The club can be an environment where students demonstrate professionalism behaviors, a key piece of assessment evidence for accreditation.

Benefits to the Profession

While the goal of a majors' club is to develop professional educators, it also provides benefits back to the profession and professional organizations. Student clubs develop the next crop of members and leaders in both OAHPERD and AAHPERD. The development of a new set of future leaders that possess energy, enthusiasm and new ideas keeps organizations like OAHPERD moving forward. Approximately 20 OAHPERD student members are selected to attend the annual student leadership conference. This all-expense paid two-day conference is facilitated by current OAHPERD leaders, including members of the executive board, past presidents, convention representatives, student division faculty advisor, and past OAHPERD Teachers of the Year. During the leadership conference students have the opportunity to network with OAHPERD leaders to learn the structure and function of the organization, interact with majors from other Ohio colleges, learn advocacy and lobbying skills, plan and implement student division activities for the convention and elect a student representative for the student division. This conference sets the stage for their personal evolution into professionalism by reinforcing and enhancing leadership skills. These participants return to their respective majors' clubs with a set of knowledge, skills, and strategies to move their own clubs to a new level and a new appreciation for the value of professionalism. These new leaders encourage members join professional organizations like OAHPERD, attend conventions, and volunteer at conventions to help complete various tasks

to help make a convention a success. Majors' club members also provide power for physical education advocacy. Many pre-service teachers in Ohio's preparation programs are from many different areas of the state and help lobby for legislation to benefit physical activity and health of Ohio's children.

Community Benefits

Majors' club activities could provide benefits to the community, parents and students. Extracurricular programs, such as Jump Rope For Heart, and community events (e.g. the American Heart Association Heart Walk and Special Olympics), have a positive impact on both the activity participants and the student volunteers. Majors' club involvement in community activities can create public awareness of the importance of physical activity and a healthy lifestyle as well as enhance the public's perception of future health and physical educators. The connection between the teacher, school and community in developing a physically active and healthy lifestyle can also be strengthened in the mind of the pre-service teacher and community members by participating in these community activities.

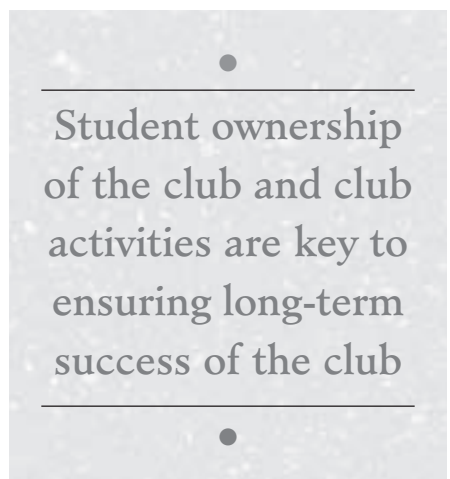
Building a Majors' Club Founding Principles

An effective majors' club is created by the students, driven and managed with the students' best interest in mind. Student ownership of the club and club activities are key to ensuring long-term success of the club (and the mental health of the faculty advisor). A faculty member's role in the club is to facilitate and assist rather than lead the club. Required attendance at club activities or mandatory club membership does not enhance professionalism, it only demonstrates *compliance* behaviors. Student members need to view the

club as an environment to develop and demonstrate excellence and personal commitment to the profession.

Forming a Club: The Nuts & Bolts

A number of procedural aspects must be completed for the club to be fully functioning. Consult the guidelines from the Office of Student Activities for becoming a university-sanctioned club. Completing



the requirements and paperwork to become a university club is well worth the effort because of the possible support available such as a limited amount of funding, club webpage and email address, stationary, office supplies, banking support, meeting space (usually at no charge), advertising or tables at student orientation.

A constitution provides the framework for the governance of the club and is typically required to become a university club. Key areas of a constitution include: purpose statement and goals, membership requirements, a diversity or non-discrimination policy statement, officers or executive board structure, meeting guidelines, guidelines for voting, and committee structure. The Office of Student Activities might provide a boilerplate or a specific format and can be a useful resource in developing a constitution.

Organizational Structure

The constitution outlines the process for selecting an executive board and the responsibilities of each member of the executive board. The executive board bears most of the responsibility for the club operations, policy decisions, planning activities and setting the club calendar. Club committees or club members then help to execute these plans and activities. Member meetings are spent updating members and voting only on important issues relevant to the membership to allow more time involved in enrichment activities.

When formulating the responsibilities of the executive board, consider using an odd number of positions to eliminate ties in executive board voting. Typical executive board positions include: president, vice-president, treasurer, and secretary. A fifth position might be another vice-president position, such as vice-president of public relations responsible for advertising meetings, recruiting members, and developing and updating the webpage. See Table 1 for a brief description of each position.

Role of Faculty Advisor

The faculty advisor is more involved in the initial stages providing leadership and support. During the initial stages of club development the faculty advisors take a more direct approach in organizing and implementing activities. This direct approach is also needed to get much of the paperwork completed to become a university club. As the club grows and student leaders develop the faculty advisor becomes a facilitator.

Meetings

Meetings are typically monthly and last approximately an hour to try to balance students' busy schedules with the needs of the club. The

TABLE • 1

Executive board positions and responsibilities

Position	Responsibilities
President	<ul style="list-style-type: none"> • Conduct and preside over all general meetings. • Appoint all committee chairpersons. • Direct the budget.
Vice-President	<ul style="list-style-type: none"> • Assume the duties of the president in the absence of the president or if the position is vacant. • Oversee the duties of the various committees.
Treasurer	<ul style="list-style-type: none"> • Keep financial records such as receipts; check the accuracy of all bills and invoices and pay them correctly and on-time.
Secretary	<ul style="list-style-type: none"> • Keep the minutes of all meetings and the meeting of the executive board. • Maintain meeting attendance and club member list. • Responsible for official club correspondence (e.g., emails, thank-you note)
Public Relations	<ul style="list-style-type: none"> • Promote club events • Lead the recruitment of members. • Design and maintain the club webpage.

executive board could meet more frequently, such as every other week to handle club business. A typical meeting agenda is announcements, voting or decisions about the activity schedule, the main activity or guest speaker, and closing announcements. The president or vice-president typically presides over the meeting. The secretary keeps minutes and attendance at the meetings. For those unable to attend the meeting, the minutes could be emailed out to members or posted on the club webpage. Attendance records are important to track involvement and provide the necessary information to maintain university club status.

The main activity during the meeting could involve a guest speaker, main topic, or activity. Guest speakers might be a practicing teacher, university faculty, or speakers from the university on current topics and issues in health and physical education. Since it is a health and physical education club at least some portion of the meeting will involve movement or physical activity whether it be an icebreaker, get-to-know-you game, initiative/prob-

lem solving activity, or a new activity or game. The activities should demonstrate best practice such as effective teaching methods, incorporating technology and assessment.

MEETING TIME A challenge for many majors' clubs is to decide on an effective meeting time to balance the competing demands of a college student's busy schedule. Some clubs have been successful with scheduling meetings over lunch or during a common "free" time in the university schedule such as opposite the department's faculty meeting. A consistent time (e.g., third Wednesday of every month at noon) will help attendance rates because students expect a meeting and make their schedules accordingly. Prominently placed fliers, reminder emails, an updated webpage, and promoting the meeting at the start of classes are strategies to increase meeting attendance. It is important that students publicize or make an announcement about meetings in class because it then appears that students will be taking ownership of the meeting and students will be in attendance. A reminder for students

is important even though a student cannot attend a meeting, they still are members and can attend any of the events. Thus email or webpage information is important to keep these students informed and involved in the club. A successful club starts small with a cooperative and motivated group of students, builds consistency and traditions, and communicates effectively with members for long-term success.

Club Activities & Sustainability

To attract members, the club needs to provide activities aligned with members' needs. A simple questionnaire and/or focus groups can provide information about members' needs and expectations. For example, students in two different majors (e.g. athletic training and teacher education) express a desire to organize an event with another majors' club within the department. Together the event is planned, publicized, and delivered to provide a kick-off to start the year. Later in the year the two different clubs might be willing to work together to complete a service project and a social activity.

While the intent of the club is to develop professional health and physical educators, social activities develop camaraderie which can be a key to the long-term success of the club. These activities ought to try to develop friendships and a sense of community connecting the student, program, and profession. Some of the social activities include physical activity, for example, bowling, ice-skating, or participation in intramurals. Another social event is an End-of-the-Year Celebration of the achievement of the members throughout the year. The event can be held off-campus in an informal setting such as a park with games and activities. A portion of the program includes a presentation of the activities and

achievements of the club. Club members receive achievement awards and participation certificates to add to their portfolio.

To develop and strengthen the club's presence the club can design t-shirts, polo shirts or other clothing. Usually the department or the faculty advisor will design the polo or teaching related clothes, but the t-shirt could be designed by students to wear to club activities such as intramurals. Club members can design a logo and a slogan for the year to include on the shirt. A key is to sell these shirts at a nominal cost for students (and collect the money *first!*). An idea to reward members is to offer members a slight discount (10% off) with attendance at a certain number of meetings.

Communication is very important to building and maintaining club membership. Club information, meeting and event times, agendas and minutes can be posted on a bulletin board, webpage or emailed to keep members informed. Pictures of past events can be posted to spark interest and discussion among students.

Fundraising is sometimes necessary depending on the needs of the club and the support from the university. Funding could be sought from the University for basic supplies and materials. Fundraisers, if undertaken, should be fun and easy. One idea is to use the club's expertise in physical activity to provide activities or services for special nights such as school nights-out or fundraisers at local businesses.

Keeping it going

The initial group of students who developed the club will graduate from the program. The faculty advisors and student members will need to identify and develop new leaders. The OAHPERD Leadership Conference is an excellent opportunity for up-and-coming leaders within the club

to develop knowledge, skills and relationships to be a better leader for the majors' club. Additionally, new leaders can be placed in auxiliary leadership positions such as committee chairs or executive board positions with fewer responsibilities to learn the ropes from the experienced members. One challenge is to have the experienced leadership group begin to relinquish some responsibilities to sometimes apprehensive new leaders. Another strategy is to have the executive board mentor new leadership during a transition period for



a semester. Voting a new executive board each winter to allow the spring semester to be a transition period is key to maintaining momentum.

Conclusion

A majors' clubs is an important tool health and physical education programs can use to develop professionalism and future leaders within the profession. Clubs provide important benefits to students, the department, profession and community. Forming and maintaining a club takes energy, enthusiasm and effective planning from members and faculty advisors. With effective leadership development, clubs can continue to help students be involved to become effective teachers and advocates for the profession.

References

- Butler, J. (2003). Starting a majors' club. *Journal of Physical Education, Recreation and Dance*, 74, 3, 33-37.
- Lawson, H. A. (1983). Toward a model of teacher socialization in physical education: The subjective warrant, recruitment, and teacher education (part 1). *Journal of Teaching Physical Education*, 3, 3-16.
- Rink, J. E. (2006). *Teaching physical education for learning*. New York: McGraw-Hill.
- Siedentop, D. & Tannehill, D. (2000). *Developing teaching skills in physical education*. Mountain View, CA: Mayfield Publishing.
- Sullivan, S. (2006). *Building effective learning communities: Strategies for leadership, learning and collaboration*. Thousand Oaks, CA: Corwin Press.

Kevin Lorson is an assistant professor in the Health, Physical Education and Recreation Department at Wright State University.

Judy Jagger-Mescher is an instructor in the Health, Physical Education and Recreation Department at Wright State University and past-President of OAHPERD.

Kevin and Judy are the faculty advisors for the Wright State Health and Physical Education Club.

Emily Perry and Michelle Thibaut are student leaders in the Wright State Health and Physical Education Club.

Correspondence may be addressed to Kevin Lorson, Wright State University, HPR Department, 324 Nutter Center, 3640 Colonel Glenn Hwy., Dayton, OH 45435-0001. E-mail: kevin.lorson@wright.edu. Phone: (937) 775-3258

Impact of a Comprehensive Health Education Curriculum (CHEC) on Selected Risk Behaviors of Students in Grades 5-12

By Valerie A. Ubbes and Keith J. Zullig

Health education places a great deal of emphasis on the need for and use of health education curricula that are known to be effective.

The primary motive for using evidence-based curricula is the ongoing lack of instructional time allocated for health education in schools. The suggested standard for instructional time is one hour per week (40 hours minimum per academic year) for students in preschool to grade 2 and two hours per week (80 hours minimum per academic year) for students in grades 3–8 (Joint Committee on National Health Education Standards, 2007). Since these guidelines are suggested minimums, a stronger emphasis on using evidence-based curricula in teaching and learning health-related skills and concepts is needed. Health-related skills are foundational to behavioral outcomes in health education.

When health education is taught, lesson designs need to be exceptional and not just average because of the limited time allocated for health instruction in pre-K–12 schools. The

Youth Risk Behavior Survey (U.S. CDC, 2003) data were collected on a representative sample of middle school and high school students from a southwest Ohio school district and a comparison school district in the same county. Preliminary results showed that both middle and high school students in the district with a pre-K–12 comprehensive health education curriculum (CHEC) practiced significantly greater safety behaviors when compared to the district without CHEC. Similar significant differences in the hypothesized direction were also found in body weight behaviors and mental-emotional health behaviors among high school students from the CHEC school when compared to the non-CHEC school. Suggestions for future directions are outlined.

National Center for Chronic Disease Prevention and Health Promotion (U.S. CDC, 2007) promotes the Health Education Curriculum Analysis Tool (HECAT) to help school districts, schools, and others conduct a clear, complete, and consistent analysis of health education curricula based on the National Health Education Standards and CDC's Characteristics of Effective Health Education Curricula. The HECAT results can help schools select or develop appropriate and effective health education curricula and improve the delivery of health education. One of the characteristics of effective health education curricula includes an emphasis on curricula that are research-based and theory-driven (Joint Committee on National Health Education Standards, 2007).

Unfortunately, research on curriculum effectiveness is still limited

to a few health behaviors and even non-existent for certain curricular models. Drug Strategies, a nonprofit research institute in Washington, DC, identified

certain comprehensive and categorical curricula that have a high probability of reducing risk factors among youth in drug prevention and violence prevention (Dusenbury & Lake, 1996). Curricula with higher ratings in skill-based health education, for example: decision making, goal setting, communication, stress management, and conflict resolution, result in scores higher in effectiveness. For example, the Michigan Model for Health (MI Model) scores a top rating of 5 on all but one of the life skills listed above. The U.S. Department of Education also recognizes the MI Model as a promising program citing its reduction of health risks and its promotion of decision making, effective communication, conflict resolution, goal setting, problem solving, and stress management skills.

In the current study, teachers were at the end of their second year of

implementing the MI Model, phased in over three years. The goal of the study was to conduct a pretest baseline measure of 5th through 12th grade students at a school district with a comprehensive school health education curriculum (CHEC) and a comparison district without a CHEC. It was hypothesized that students in the CHEC district would display significantly greater health behaviors when compared to the comparison district.

Methods

Participants

In this quasi-experimental study, a school district in a southwestern Ohio county was paired with a similar school district from the same county based on demographic data from the Ohio Department of Education. School superintendents were contacted to request their participation in the evaluation. When approval was granted, school counselors at the respective schools were contacted individually to help coordinate plans for data collection as led by trained researchers. The study was supported by a small research grant from the investigators' university. Each district was given a \$250 incentive to use toward health education materials of their choosing.

Instrumentation

The 2003 national Youth Risk Behavior Survey (YRBS) and Middle School Youth Risk Behavior Survey (MSYRBS) (U.S. CDC, 2003) were used to collect data on the high school and middle school students, respectively. Both the YRBS (Brener, Collins, Kann, Warren, & Williams, 1995 & 2002) and the MSYRBS (Zullig, Pun, Patton, & Ubbes, 2006) have adequate test-retest reliability. The YRBS and MSYRBS monitor six major areas of health risk behaviors: behaviors leading to intentional and unintentional injuries (e.g., safety behavior, violent, aggressive, or suicidal behaviors); use

of tobacco, alcohol, and other drugs; sexual behaviors; dietary behaviors; and physical activity (Kolbe, 1990).

Procedures

This study was approved by the university's review board for the rights of human subjects in research. Using YRBS methodology outlined by the CDC, second period classes were randomly selected from each school until

When health education is taught, lesson designs need to be exceptional and not just average because of the limited time allocated for health instruction in pre K–12 schools.

the total potential survey population reached approximately 10% of the total school student population. Eight classes were selected to participate at the non-CHEC high school ($N = 112$) (comparison), of which 60 students participated (53% response rate). Nine classes were selected to participate at the CHEC high school ($N = 132$) (experimental), of which 80 students participated (61% response rate).

For the middle school sample, 11 classes were selected to participate from the non-CHEC middle

school ($N = 191$) (comparison), of which 97 students participated (51% response rate). Eleven classes were selected from the CHEC middle school ($N = 201$) (experimental), of which 122 students participated (60.7% response rate).

Parent notification forms were distributed at least one week in advance of survey administration at each of the four schools. Students who returned signed forms before or on the day of the survey were permitted to participate. The investigators distributed surveys at the beginning of second period classes and read a scripted set of instructions to students on how to properly complete the survey, emphasizing anonymity, privacy, and confidentiality.

Data Analysis

All data analyses were performed via PC-SAS. Although the YRBS monitors six areas of adolescent risk-taking behavior, at the time these data were collected, only four modules from the Michigan Model had been implemented in the intervention district. Therefore, only those four behaviors were evaluated: safety behaviors (5 items), mental and emotional health behaviors (9 items), alcohol and substance use behavior (24 items), and body weight and dietary behavior (7 items each).

Multivariate analyses of variance (MANOVAs) were conducted initially to determine if there was an overall significant difference among the CHEC schools and the non-CHEC schools for each of the four behaviors mentioned above with the exception of the body weight variables. An interaction between gender and school was also assessed in each MANOVA to explore any gender by school interactions between the schools with CHEC and the schools without CHEC. If an overall significant effect was detected, each MANOVA was

followed up with univariate analyses of variance (ANOVA) and Tukey Honest Significant Difference (HSD) analyses to determine which behavioral variables were accounting for the significant differences. In addition, if a gender by school interaction was detected in the MANOVA analyses, a gender-by-school interaction term was included in each individual univariate analysis. Because the response options for the body weight variables were not ordinal in nature (e.g., yes/no), chi-square analyses were performed.

The results of significant findings between a non-CHEC and CHEC school are reported below. The non-CHEC and CHEC high school results are reported first, followed by the non-CHEC and CHEC middle school results.

High School Evaluation Results

High School Demographics

For the non-CHEC high school, approximately 62% ($n = 37$) were female and 38% ($n = 23$) were male; 95% ($N = 57$) were Caucasian. Most students ($n = 43$, 71.7%) were 15–16 years of age, and 16.7% ($n = 10$) were 14 years old or younger, and 11.7% ($n = 7$) were 17 years old or older. In addition, 66.7% ($n = 40$) of students were in 9th grade, 21.7% ($n = 13$) in 10th, 8% ($n = 5$) in 11th, and 3.3% ($n = 2$) in 12th grade.

For the CHEC high school, approximately 56% ($n = 45$) were female and 43% ($n = 34$) were male, of which 86% ($n = 69$) were Caucasian. Most students ($n = 43$, 53.8%) were 15 or 16 years of age, while 6.3% ($n = 5$) were 14 years old or younger, and 38.8% ($n = 31$) were 17 years old or greater. In addition, 21.3% ($n = 17$) were in the 9th grade, 33.8% ($n = 27$) in 10th, 28.8% ($n = 23$) in 11th, and 16.3% ($n = 13$) in 12th grade.

High School MANOVA Results

Safety Behaviors

Results indicated a significant overall difference in Safety Behaviors between the non-CHEC and CHEC high schools, $F(4, 136) = 6.30, p < .0001$. No significant schools by gender interactions were detected. Individual ANOVA and Tukey post hoc analyses showed significant mean differences among student helmet wearing behavior $F(4, 136) = 9.84, p < .0001$; seatbelt wearing behavior when driving a car $F(4, 136) = 6.06, p < .001$; driving after drinking (past 30 days) $F(4, 136) = 14.96, p < .0001$; and riding with someone who had been drinking (past 30 days) $F(4, 136) = 2.70, p < .05$. Table 1 shows the means and standard deviations reported by school and gender and scale anchors for each of the explored variables.

Data in Table 1 suggest students in the CHEC high school reported significantly greater helmet use, and greater seatbelt use, but significantly greater driving after drinking and riding with someone who had been drinking behavior than students in the non-CHEC high school. In addition, post

hoc analyses by gender revealed males engaged in significantly greater risk for each of these behaviors except wearing a seatbelt, when compared to females, regardless of whether these males and females were from the CHEC or non-CHEC school ($p < .05$).

Alcohol and Substance Use Behavior

Results indicated no significant difference in Alcohol and Substance Use Behavior between the CHEC and non-CHEC high schools $F(4, 136) = 1.09, p = .37$.

Body Weight and Dietary Behavior

Results indicated significant overall differences in body weight and dietary behavior between the CHEC and non-CHEC high schools. No significant school by gender interactions were detected. For the body weight variables, significant differences were detected for weight satisfaction ($\chi^2 = 16.8, p < .001$ between genders), and for exercising ($\chi^2 = 10.9, p < .05$ between schools; $\chi^2 = 13.0, p < .01$ between genders), eating less ($\chi^2 = 9.6, p < .01$ between schools; $\chi^2 = 20.0, p < .0001$ between genders), fasting ($\chi^2 = 10.8, p < .001$ between

TABLE • 1

Safety behaviors by CHEC and non-CHEC high school and gender				
Safety Behavior	CHEC High School Total M (SD) ^a	Non-CHEC High School Total M (SD) ^b	Males M (SD) ^c	Females M (SD) ^d
Wore helmet ^e	1.83 (1.80)	0.68 (0.60)	1.26 (1.52)	1.33 (1.35)
Wore seatbelt ^e	3.14 (2.16)	2.87 (2.33)	3.05 (2.22)	2.96 (2.24)
Drove after drinking ^f	0.60 (1.38)	0.13 (0.57)	0.60 (1.27)	0.18 (0.69)
Rode with someone who had been drinking ^f	0.78 (1.36)	0.45 (0.89)	0.63 (1.09)	0.59 (1.27)

^a $n = 80$

^e Mean scores based on a 5-point Likert scale

^b $n = 60$

(0 = never wore a helmet, 5 = always wear a helmet)

^c $n = 57$

^f Mean scores based on a 5-point Likert scale

^d $n = 82$

(0 = 0 times, 5 = 6 or more times)

Significant differences between schools and/or genders are indicated in **bold**.

TABLE • 2

Body weight by CHEC and non-CHEC high school and gender				
Body Weight Variables	CHEC High School Total n (%)	Non-CHEC High School Total n (%)	Males n (%)	Females n (%)
Weight satisfaction				
Lose weight	33 (41.2)	36 (60.0)	18 (31.6)	50 (61.0)
Gain weight	13 (16.3)	4 (6.6)	14 (24.6)	4 (4.8)
Stay the Same weight	12 (15.0)	10 (16.7)	8 (14.0)	13 (15.9)
Doing nothing about weight	22 (27.5)	10 (16.7)	17 (29.8)	15 (18.3)
Exercise to lose weight				
Yes	40 (50.0)	46 (76.7)	27 (47.4)	60 (73.2)
No	40 (50.0)	14 (23.3)	30 (52.6)	22 (26.8)
Eat less to lose weight				
Yes	30 (60.0)	38 (63.3)	15 (26.3)	52 (63.4)
No	50 (40.0)	22 (36.7)	42 (73.7)	30 (36.6)
Fasting to lose weight				
Yes	6 (7.5)	17 (28.3)	5 (8.8)	18 (22.0)
No	74 (92.5)	43 (71.7)	52 (91.2)	64 (78.0)
Vomiting or laxative use to lose weight				
Yes	4 (5.0)	8 (13.0)	0 (0.0)	12 (14.6)
No	76 (95.0)	52 (87.0)	57 (100.0)	70 (85.4)

Significant differences between schools and/or genders are indicated in **bold**.

schools; $\chi^2 = 4.2$, $p < .05$ between genders), and vomiting or laxative use to lose weight ($\chi^2 = 6.7$, $p < .05$ between genders). Bolded text in Table 2 highlights specific differences between the analyzed variables by schools and gender.

For the dietary behavior variables, only one significant difference was detected (not tabled). ANOVA and Tukey post hoc analyses showed significant mean differences for milk consumption (past 7 days) ($F_{3,137} = 4.80$, $p < .01$). The mean and standard deviation (SD) for this variable between schools was 3.29 ($SD = 1.74$) (CHEC school) and 2.67 ($SD = 1.90$) (non-CHEC) on a six-point Likert scale where 0 = no milk consumption in the

past 7 days and 6 = 4 or more glasses per day. Analyses also revealed that females were less significantly likely to consume milk 2.60 ($SD = 1.89$) when compared to males 3.61 ($SD = 1.58$)

Data in Table 2 suggest that students in the CHEC high school reported significantly less exercising to prevent weight gain, significantly less eating to prevent weight gain, significantly less fasting to prevent weight gain, and significantly less vomiting or laxative use to prevent weight gain and greater milk consumption than students in the control high school. Notably, when analyzed by gender, females are significantly more likely to be less satisfied with their weight, engage in exercise, eat less, vomit or

use laxatives to prevent weight gain, and consume less milk when compared to males, regardless of whether these males and females were in the intervention or control schools.

Mental and Emotional Health

Results indicated significant overall differences in mental and emotional health between the intervention and control high schools $F(3, 137) = 4.21$, $p < .05$. No significant school by gender interactions were detected. Individual ANOVA and Tukey post hoc analyses showed significant mean differences among students reporting poor mental health days (in the past 30 days) $F(3, 137) = 4.33$, $p < .01$; days activity limited owing to poor health (past 30 days) $F(3, 137) = 3.84$, $p < .01$; days depressed (past 30 days) $F(3, 137) = 4.36$, $p < .01$; and anxious days (past 30 days) $F(3, 137) = 4.27$, $p < .01$. Means and standard deviations are reported by school and gender in Table 3. Scale anchors for each of the explored variables are located as footnotes under the table.

Data in Table 3 suggest that students in the CHEC high school reported significantly less mental and emotional health behaviors (in all four conditions) when compared to students in the non-CHEC high school. In addition, post hoc analyses by gender revealed females reported significantly greater depression days and anxious days when compared to males, regardless of whether these males and females were in the intervention or control schools ($p < .05$).

Middle School Evaluation Results

Middle School Demographics

For the non-CHEC middle school, approximately 57.7% ($n = 56$) were female and 42.3% ($n = 41$) were male, of which 93.8% ($n = 91$) reported being

TABLE • 3

Mental and emotional health by CHEC and non-CHEC high school and gender				
Mental and Emotional Health	CHEC High School Total M (SD) ^a	Non-CHEC High School Total M (SD) ^b	Males M (SD) ^c	Females M (SD) ^d
Poor mental health days ^e	1.57 (1.65)	2.31 (1.86)	1.45 (1.82)	2.20 (1.69)
Days activity limited ^e	0.55 (0.83)	1.10 (1.37)	0.78 (1.46)	0.80 (0.84)
Depressed days ^e	1.53 (1.63)	2.27 (1.83)	1.40 (1.68)	2.17 (1.74)
Anxious days ^e	1.89 (0.24)	2.24 (1.68)	1.54 (1.50)	2.39 (1.60)

^a n = 80 ^d n = 82

^b n = 60 ^e Mean scores based on a 7-point Likert scale (0 = 0 days, 1 = 1–2 days,

^c n = 57 2 = 3–5 days, 3 = 6–9 days, 4 = 10–19 days, 5 = 20–29 days, 6 = all 30 days)

Significant differences between schools and/or genders are indicated in **bold**.

Caucasian. Most students (n = 55, 56.7%) reported being 12 or 13 years old, while 36.1% (n = 35) reported being 11 years old or younger, and 7.2% (n = 7) reported being 14 years old or older. In addition, 35.1% (n = 34) of students reported being in 5th grade, 17.5% (n = 17) in 6th, 46.4% (n = 45) in 7th, and 1.0% (n = 1) in 8th.

For the CHEC middle school, approximately 56.2% (n = 68) were female and 44.6% (n = 54) were male; 86.0% (n = 105) were Caucasian. Most students (n = 60, 49.5%) were 12–13 years of age, and 45.5% (n = 55) were 11 years old or younger; 5.0% (N = 7) were 14 years old or older. In addition, 41.0% (n = 50) were in the 5th grade, 12.3% (n = 15) in 6th, 41.8% (n = 51) in 7th, and 4.9% (n = 6) in 8th grade.

Middle School MANOVA Results

Safety Behaviors

Results indicated a significant overall difference in Safety Behaviors between the CHEC and non-CHEC middle schools $F(1, 218) = 4.30, p < .01$. No significant school by gender interactions were detected. Individual ANOVA and

Tukey post hoc analyses showed significant mean differences among students wearing helmets when bicycling $F(1, 218) = 15.58, p < .0001$, and students wearing helmets when rollerblading or skateboarding $F(1, 218) = 9.25, p < .005$. Means and standard deviations are reported by school and gender in Table 4. Scale anchors for each of the explored variables are located as footnotes under the table.

Data in Table 4 suggest students in the CHEC middle school reported significantly greater helmet use, whether

engaging in bicycling, rollerblading, or skateboarding, when compared to students in the control middle school. In addition, post hoc analyses by gender revealed males engaged in significantly greater risk for each of these behaviors when compared to females, regardless of whether these males and females were in the CHEC or non-CHEC schools ($p < .05$).

No further differences were noted between the CHEC middle school and non-CHEC middle school in tobacco, alcohol and substance use, nutritional and dietary behavior, or mental and emotional health.

Discussion

This study showed that middle school and high school students in the district with a pre-K–12 comprehensive health education curriculum (CHEC) practiced significantly greater safety behaviors when compared to the district without CHEC. Similar significant differences in the hypothesized direction were also found in body weight behaviors and mental-emotional health behaviors among high school students from the CHEC school when compared to the non-CHEC school.

TABLE • 4

Safety behaviors by CHEC and non-CHEC Middle school and gender				
Safety Behavior	CHEC High School Total M (SD) ^a	Non-CHEC High School Total M (SD) ^b	Males M (SD) ^c	Females M (SD) ^d
Wore helmet bicycling ^e	2.43 (1.72)	1.64 (1.09)	1.97 (1.48)	2.17 (1.56)
Wore helmet rollerblading or skateboarding ^e	1.63 (1.72)	1.00 (1.26)	1.24 (1.49)	1.44 (1.61)

^a n = 122 ^d n = 124

^b n = 97 ^e Mean scores based on a 5-point Likert scale

^c n = 95 (0 = never wore a helmet, 5 = always wear a helmet)

Significant differences between schools and/or genders are indicated in **bold**.

Only a limited number of empirical studies have been published regarding the effectiveness of comprehensive health education curricula and even fewer studies on the MI Model for Health (Fahlman, Dake, McCaughtry, & Martin, 2008; Shope, 1996). Although the current study design has limitations, these data are important to share with school administrators, health educators, and academics who are committed to implementing evidence-based, skill-focused prevention curricula in pre-K–12 schools.

According to the book, *Health, Mental Health, and Safety Guidelines for Schools* (Taras et al, 2005), “K–12 schools should provide a planned and sequential comprehensive health and safety education curriculum that is culturally, linguistically, and developmentally appropriate, consistent with national health education standards” (p. 75).

The need for a comprehensive school health education curriculum (CHEC) is grounded in the belief that planned and sequential health education lessons can help to explain the relationship between health-related skills and academic achievement. Taras et al. (2005) stated that a sequential curriculum “addresses topics in developmentally appropriate ways and builds on concepts and skills learned in previous grades. This results in fewer omissions and less redundancy than having each teacher select content based on personal interest or perceived importance” (p. 75).

In the current study, the CHEC school was at the end of their second year of implementing the Michigan Model. Prior units of social-emotional health, drug prevention, and nutrition were phased in during the first year from September to October, November to December, and January to February, respectively. In the second year, the disease prevention unit

was phased in from March to May. As with any curriculum adoption, teachers’ ability to implement the new curriculum depended upon planning time, confidence with the program, and beliefs that the new program lessons were better than what they previously had.

Limitations of the Study

In the second year of implementing the Michigan Model, monthly 30-minute health meetings for teachers occurred in elementary, middle, and high school buildings across the district, resulting in a heightened awareness of health issues and teacher talk about the need to find time to teach the curriculum. Only those teachers who elected to attend the meetings from September to April did so. No pressure or incentives were given to teachers in the CHEC district to attend the information meetings.

Due to the exploratory nature of this study, there are many limitations. First, there was no way of knowing the specifics of CHEC implementation, for example, how much time teachers were teaching the curriculum (or not); how well students were learning from the curriculum; and how much emphasis certain topics were given from classroom to classroom, grade to grade, and building to building. No attempt was made to qualify or quantify time devoted to health education in the CHEC or non-CHEC school.

The second limitation of the study was that teachers in the CHEC school were offered a June professional development workshop for the new health curriculum, followed by a booster one-day training 21 months later. No information about the professional development schedule for the non-CHEC school was gathered. However, the superintendent from the non-CHEC school acknowledged

that a pre-K–12 health education curriculum was not being implemented and sought the incentive fee for participation in the study in order to buy new resources for the middle and high school health teachers.

A majority of teachers in the CHEC school attended the one-day, grade-level workshop when the CHEC was implemented in the first year. However, all teachers attended the follow-up workshop in the second year because they were given a substitute teacher to do so. There is no way of knowing if the teacher training component translated into better instruction or increased time exposure of the curriculum to students. These factors may potentially contribute to the differences in student health outcomes more than the curriculum itself. Future studies will need to explore and quantify these variables. It should be noted that curriculum research should try to capture what actually happens during implementation rather than control what happens. For example, researchers might evaluate programs and practices in place and not ask schools to change their practices in order to manipulate or control it in research.

A third limitation of the study is that elementary students were not assessed on their health-related behaviors. The Middle School Youth Risk Behavior Survey and the Youth Risk Behavior Survey are written for middle school and high school students, respectively. To date, there is not a comparable survey for younger students. This limits curriculum research since skill development is incremental and the pacing of this skill development would be useful to health education planners and evaluators.

Fourth, there was no attempt to evaluate self-rated skills and/or content knowledge of students who were taught specific lessons from the MI

Model curriculum. Therefore, the MSYRBS and the YRBS served as a proxy for differences between the CHEC and non-CHEC school for one point in time. Because a pre-test measure using the MSYRBS and YRBS was not made at the start of implementation in the CHEC school, but only after the second year of implementation (due to the negative climate it would have created at the start-up of the project), we cannot really determine the effectiveness of the Michigan Model curriculum on student health outcomes.

Implications

Advocating for pre-K–12 comprehensive health education curricula remains a burden to health and education professionals because of the challenges of implementing and sustaining lessons across multi-age, multi-grade, and multi-school conditions in a district. Research on change initiatives must continue with small and large scale projects to help gather evidence that health is a factor in the academic success of children and youth.

In smaller-scale evaluation projects like this one, curriculum deliberation remains a time-sensitive issue. Generally, there is limited time to accomplish the multiple tasks of curriculum deliberation, for example, implement and assess learners on a new CHEC, train teachers on the implementation process, host building-wide and/or grade-level implementation meetings, and collect data on student learning and health outcomes. At a very minimum, data should be collected every two years to monitor the effectiveness of factors related to curriculum deliberation and implementation; such data can heighten awareness for additional and/or sustained instructional time in health education because educational trends continue to move schools through curriculum change in multiple subject areas.

Conclusions

This study provides some promising evidence that significant differences in self-rated health behaviors were found between students in a school district that had implemented a CHEC and a control school that had not. Specifically, middle school and high school students from a CHEC district practiced significantly greater safety behaviors, body weight behaviors, and mental-emotional health behaviors when compared to a non-CHEC district. A follow-up study with both districts is planned two years later.

References

- Brener, N.D., Collins, J.L., Kann L., Warren, C.W., & Williams, B.L. (1995). Reliability of the Youth Risk Behavior Survey questionnaire. *American Journal of Epidemiology*, *41*, 575–580.
- Brener et al. (2002). Reliability of the Youth Risk Behavior Survey questionnaire. *Journal of Adolescent Health*, *31*, 336–342.
- Dusenbury, L., & Lake, A. (1996). *Making the grade: A guide to school drug prevention programs. Preventing alcohol, tobacco and other drug use. Updated and Expanded*. Washington, DC: Drug Strategies. Accessed @ <http://www.drugstrategies.org/pubs.html>
- Fahlman, M.M., Dake, J. A., McCaughy, N. & Martin, J. (2008). A pilot study to examine the effects of a nutrition intervention on nutrition knowledge, behaviors, and efficacy expectations in middle school children. *Journal of School Health*, *78*(4), 216–222.
- Joint Committee on National Health Education Standards (2007). *National health education standards: Achieving excellence*. Atlanta, GA: The American Cancer Society.
- Kann, L., Kincher, S.A., Williams, B.I., Ross, J.G., Lowry, R., Cunningham, J., & Kolbe, L.J. (2000). Youth risk behavior surveillance—United States, 1999. *Journal of School Health*, *70*(7), 271–285.
- Kolbe L.J. (1990). An epidemiological surveillance system to monitor the prevalence of youth behaviors that most affect health. *Journal of Health Education*, *21*, 44–48.
- Michigan Model for Health Education. (2008). www.emc.cmich.edu/mm/revision/evaluation.htm
- Shope, J., Copeland L.A., Marcoux, B.C. & Kamp, M.E. (1996). Effectiveness of a school-based substance abuse prevention program. *Journal of Drug Education*, *26*(4), 323–337.
- Taras, H., Duncan, P., Luckenbill, D., Robinson, J., Wheeler, L., & Wooley, S. (2005). *Health, mental health, and safety guidelines for schools*. Elk Grove Village, IL: American Academy of Pediatrics & National Association for School Nurses.
- U.S. Centers for Disease Control and Prevention. (2003). *Youth risk behavior survey*. Atlanta, GA: Division of Adolescent Health.
- U.S. Centers for Disease Control and Prevention. (2007). *Health education curriculum analysis tool*. Atlanta, GA. <http://www.cdc.gov/HealthyYouth/HECAT/index.htm>
- Zullig, K.J., Pun, S., Patton, J. & Ubbes, V.A. (2006). Reliability of the 2005 middle school youth risk behavior survey. *Journal of Adolescent Health*, *39*, 856–860.

Valerie A. Ubbes is an Associate Professor of Kinesiology & Health, Miami University, Oxford, OH (Ubbesva@muohio.edu)

Keith J. Zullig is an Associate Professor in the Department of Community Medicine at West Virginia University, Morgantown, WV (kzullig@hsc.wvu.edu)

OAHPERD Budget 2007-2008

May 1st to April 30th

Note: OAHPERD is undergoing fiscal re-organization. The budget presented is not yet reconciled for Fiscal Year 2007-08.

INCOME

	Budget	Total
100 Memberships		
100.1 Professional—1 yr @ \$50	11,400.00	4,050.00
100.2 Professional—2 yr @ \$95	1,228.00	570.00
100.3 Professional—3 yr @ \$140	980.00	2,240.00
100.4 Professional—OEA	23,500.00	23,442.23
100.5 Student @ \$25	2,300.00	500.00
100.6 Senior Student @ \$40	1,080.00	40.00
100.7 Institutional Student @ \$20	3,900.00	560.00
100.8 Retired @ \$25	125.00	75.00
100.9 Institution @ \$150	2,250.00	450.00
100.11 Jr. Memb. AAHPERD	560.00	366.30
101 AAHPERD Incentives/Rebates	120.00	0.00
102 AHA Jump Rope/Hoops For Heart	124,750.00	121,424.68
103 Convention	2,440.00	7,592.97
104 Workshops	500.00	390.00
105 Reimbursement Checks	0.00	4,112.98
106 Advertising	1,500.00	0.00
107 Sales	250.00	5,483.29
108 Transfer from Reserves	0.00	115,000.00
109 Scholarship Donations	0.00	1,801.52
110 Other Income/Fund Raising	2,725.00	0.00
Income (w/out reserves)	179,608.00	173,098.97
Income with reserves	179,608.00	288,098.97

"Budget" is what OAHPERD projected; "Total" is the amount actually spent.

DISBURSEMENTS

	Budget	Total
200 Officer Expenses		
201 President	3,490.00	1,672.00
202 Past President	2,575.00	2,046.95
203 President Elect	0.00	1,145.15
204 All-Ohio Representative	3,150.00	733.52
205 Executive Director [♦]	45,475.00	44,660.00
206 Treasurer [♦]	4,225.00	5,085.67
207 Recording Secretary	1,230.00	1,000.00
208 <i>Future Focus</i> Editor [♦]	23,235.00	18,806.47
209 <i>Newsline</i> Editor [♦]	14,710.00	14,687.96
210 AHA Coordinator(s)	9,875.00	7,328.35
211 Historian/Archivist	40.00	0.00
212 Trustees)	50.00	0.00
300 Division Vice-Presidents		
301 Dance	100.00	0.00
302 Higher Education	100.00	0.00
303 General	100.00	0.00
304 Health	100.00	111.64
305 Physical Education	100.00	0.00
306 Recreation	100.00	0.00
307 Sport Sciences	100.00	0.00
308 Student	1,620.00	800.30
400 Committees		
401 Memorial Scholarship	4,000.00	5,027.90
402 Honors & Awards	400.00	163.80
403 Grants & Research	3,500.00	3,000.00
404 Legal Affairs	50.00	0.00
405 Public Relations	3,000.00	3,594.94
406 All Other Committees	300.00	0.00
500 Conferences/Workshops/Convention		
501 Spring Leadership	7,500.00	9,694.62
502 Convention Expenses	5,003.00	6,845.19
503 Workshops	400.00	421.25
504 AAHPERD Delegates	100.00	0.00
505 Student Conference	6,000.00	9,919.82
506 Other	50.00	500.00

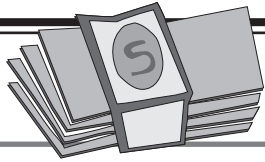
	Budget	Total
600 Executive Committee/Board/RA		
601 Mileage	9,500.00	6,779.12
602 Other	4,000.00	9,203.48
700 Other Communications		
701 General Printing	100.00	0.00
702 General Postage	4,000.00	2,450.00
703 Other	50.00	46.00
800 Investments/Reserves		
801 Investments (5% of Income)	8,980.00	0.00
802 Scholarship Fund	0.00	0.00
803 Other	0.00	90,000.00
900 Special Requests & Miscellaneous		
901 Web Page	2,000.00	3,193.75
902 IRS Tax Preparation	400.00	415.00
903 OH Attorney General Fee	100.00	100.00
904 Insurance-Liability	550.00	546.00
905 Bonding	0.00	0.00
906 Bank Charges	100.00	43.00
907 Teacher of Year Travel	500.00	0.00
908 Advocacy	3,000.00	449.26
909 Physical Best	200.00	0.00
910 Strategic Planning	200.00	5,167.23
911 Miscellaneous	1,000.00	1,110.05
912 Verisign	1,000.00	110.30
913 LCD Projector	0.00	0.00
914 Technology	1,000.00	1,901.79
915 OhioGOLD Program	2,250.00	0.00

Total w/out \$ to Reserves	168,760.51
Budget	179,608.00
Disbursements (w/\$ to Reserves)	258,760.51

Submitted by: Cynthia Meyer, Treasurer

[♦] Totals reflect both stipends and management expenses
 "Budget" is what OAHPERD projected; "Total" is the amount actually spent.

GRANT AVAILABLE!



Research grant monies are available to the OAHPERD membership. Each year, \$5,000 is available for member use. Applications for research grants may be obtained by contacting Garry Bowyer, Chair of the Research and Grants Committee. Grants must be submitted to Garry by September 15 of the year. Don't let this OAHPERD membership service pass you by. Start thinking about and writing your research grants now!

Contact: Garry Bowyer
4805 Kilkerry Drive
Middletown, OH 45042
bowyerg@muohio.edu



OAHPERD Pays Substitutes



OAHPERD will pay for substitutes so that Board and Representative Assembly members may attend required meetings during the year. In order to take advantage of this offer, send the following to the OAHPERD Treasurer:

1. A letter from the school administrator stating that the school district will not pay for professional release days.
2. An invoice from the school district indicating the correct amount to be remitted.
3. A completed OAHPERD Voucher (vouchers can be obtained from the Treasurer).

The OAHPERD Treasurer will send a check directly to the school district. We hope that this will encourage a better rate of participation by our officers in OAHPERD matters.

Letters, invoices, and vouchers should be mailed to the OAHPERD Treasurer:

Cynthia L. Meyer
1616 Chestnut Blvd.
Cuyahoga Falls, OH 44223 cynmey@msn.com



Student Writing Award

Each year the Editorial Advisory Committee of OAHPERD considers *Future Focus* articles submitted by graduate and undergraduate students for annual OAHPERD Student Writing Awards. Each award consists of a check for \$100 and a waiver of membership dues for the year. An award may be given to one undergraduate student and one graduate student each year, but only if submitted articles meet the criteria listed here.

1. Submitted articles must meet *Future Focus* standards of quality.
2. Submitted articles should follow *Future Focus* guidelines for authors.
3. Articles may be on any subject related to the concerns of Health, Physical Education, Recreation, and Dance.
4. Only single-author articles will be considered.
5. At the time of submission, the author of the submitted article must be a member of OAHPERD.
6. Articles considered for the award must not have been previously published and must not be concurrently submitted for publication elsewhere.
7. Articles must be submitted on or before August 15 to be considered for an award to be given at the following December's convention.

OAHPERD Scholar

The Ohio Association for Health, Physical Education, Recreation, and Dance is accepting credentials from all candidates who qualify for the "OAHPERD Scholar" award. The OAHPERD Scholar designation will recognize OAHPERD's research leaders by honoring their achievement in HPERD-related scholarship disseminated through OAHPERD. The OAHPERD Scholar designation is intended to (a) be one of distinction within OAHPERD and Scholars' own academic communities, and (b) encourage high standards of research and other forms of scholarship among OAHPERD's members.

There is no voting process associated with this scholarly recognition; there is simply a qualification process. Members qualify as OAHPERD Scholars upon attaining a certain scholarly record. **Minimum criteria** (both A & B below) must be met:

A. Publications: All OAHPERD Scholars must have published at least 5 refereed articles in the OAHPERD journal, *Future Focus*.

B. Presentations: All OAHPERD Scholars must have made 5 presentations at the annual OAHPERD convention.

Announcement of newly recognized OAHPERD Scholars will take place at the annual OAHPERD awards ceremonies.

Credentials/Materials Required:

1. List Name, Rank and/or Title, Professional Affiliation, Research Areas/Interests, Address, Phone and Fax Numbers, and e-mail address.
2. List publications in APA format and attach a copy of the *Future Focus* "Table of Contents" page for each publication.
3. List presentations in APA format and, if available, attach a copy of the OAHPERD Convention Program page containing name and presentation title for each presentation.
4. Mail all materials to the current *Future Focus* Editor no later than **October 1** of the application year.

Current *Future Focus* Editor:

Robert Stadulis, School of Exercise, Leisure & Sport, KSU, Kent, OH 44242

OAHPERD Membership Form

(Effective Date 2008–2009)

Online Membership Registration is available at www.ohahperd.org

New Member Renewal

OAHPERD Member (_____ Years)

Last Name

First Name

Preferred Mailing Address

City

State

Zip

(_____)

(_____)

Home Telephone

Work Telephone

School/Agency/College

Levels (K–6, 7–9, etc.)

Position

E-mail Address

Scholarship Gift \$ _____

Memorial Gift \$ _____

Professional Interest

Rank from (1–3)

Health

Physical Education

Dance

Recreation

Sports Sciences

Higher Education

General

Payment

Personal Check

O.E.A. Payroll Deduction

American Heart Association

Honorary Life Member

Send information on OAHPERD services for ethnic minorities, individuals with disabilities and women. (Checking this box is strictly voluntary)

Make Check Payable To:

OAHPERD

Mail To: Lettie Gonzalez, Membership Services Coord.
1530 Vine Street
Kent, OH 44240

Questions? Call 800-828-3468 or ceburf@wowway.com

Membership Type

1 Year Professional \$50

2 Year Professional \$95

3 Year Professional \$140

1 Year Student \$25

1 Year Sr. Student \$40*

1 Year Institution Student \$20**

1 Year Institution \$150

1 Year Retired \$25

*Senior student two-year membership option includes one year professional membership

**Students—receive a \$5 discount if your institution is a member of OAHPERD. Please verify membership before mailing reduced fee.

Retirement... Ready or Not! It's never too soon or too late.

During the 2008 OAHPERD convention, to be held in Columbus December 4, 5 and 6, there will be a program for retirees on Friday at 10:30 A.M. The title is: *Retirement Ready: Will STRS Be Enough?* The retirees' section and adult development section will have Linda Young from UBS Financial Services there to answer your questions and give advice for new retirees and those thinking of retiring.

Attendees, I need your help with questions to share with the speaker.

Email me at maghadge@alltel.net.

Thank you, Hadge Hissam.

PEFit is helping set your students on a path to... **WELLNESS**



Teacher Resources/Support Available

Easy to implement into any current program

Tool to teach students fitness and nutrition basics

Validates Physical Education programs

New 6th-12th grade Physical Education and/or Health Program

Helps teens connect their life OUTSIDE of school with what they learn IN school!

Student journals in workbook format to track nutrition and activity habits

Program meets all six National Standards

Betty Kern, MS, CSCS, Nutrition & Activity Programs
PEFit | pejournal@yahoo.com | www.pejournal.com
967 Martin Rd. | Mogadore, Ohio 44260 | 330.607.6196
VISIT OUR BOOTH AT THE CONVENTION!

Looking for a way to engage **more** students?



Ohio's National Archery in the Schools Program

Would you like to teach a physical education curriculum that engages more students, provides the opportunity for everyone to participate, increases classroom and school participation, has the potential to increase academic achievement, and may increase student retention? If so, I encourage you to contact the Ohio Division of Wildlife District Office in your area and ask them about Ohio's National Archery in the Schools Program (NASP) or visit www.ohionasp.com or www.archeryintheschools.org

NASP is a two-week archery curriculum that is taught right in the gym as a component of the physical education program. Students learn safety, archery skills, history of archery, and how modern archery equipment works. Teachers can take advantage of student enthusiasm for archery by incorporating archery concepts into math, physics, history, geometry, and science classes.

This program meets the standards for physical activity and range of motion, it's measurable, and everyone can participate. In just five years; 45 states and 2 foreign countries have adopted this program. Archery is safer than every school ball sport. Over 2.3 million students have participated in NASP with ZERO injuries.



**The Ohio
Division
of Wildlife**

Guidelines for Authors

Manuscripts

Each manuscript should be typed on 8½ by 11-inch paper, with 1 to 1½-inch margins on all sides. All copy must be double-spaced except direct quotations of three or more lines, which are to be single-spaced and indented.

Submit the manuscript to the editor at futurefocus.res@gmail.com. Also submit one original and one photocopy to the editor (see address below). Manuscripts can be 4–15 pages in length, including references. Pages must be numbered consecutively. If possible, include a disk/cd (Microsoft Word for PC) with your hard copy.

Organization

Provide an abstract, short introduction, body, and short conclusion to your manuscript. Authors should provide subheads and tertiary heads throughout the manuscript for easy readability and organization. The author's name or related information should not appear on any manuscript pages.

Cover Sheet

On a cover sheet, please provide the following:

- Title of manuscript.
- Your name, position, mailing address, telephone number, and email address.
- Short biography of about 30–35 words that states your present professional position, areas of specialization, and research interests.
- Date of submission.

References

All articles should contain references. For writing text citations, follow APA style. Reference section listings should be recent, brief, and presented in alphabetical order. Each reference cited in the article must be listed, and only those cited should be included. Sources should be documented in the body copy by inserting the surname of the author and the date of the published work inside parentheses directly following the reference.

Illustrations and Photos

Future Focus welcomes any photographs, tables, charts, diagrams, and art as illustrations for your manuscript. Each graphic should be numbered and referenced in the manuscript. Extensive statistical information should be reported in tables, but data included in the tables should not be duplicated in the text. Captions and sources for the data presented in the graphic should be included in the manuscript.

Photographs may be black and white or color, and should be **hi-res digital photos in jpeg format** (300 dpi or ~1800 × 1200 pixels).

Permissions

Authors are responsible for obtaining written permission and copyright release, if necessary, for quoted materials, cartoons, and other illustrations used. Copies of permission requests and authorizations should accompany the manuscript. When authors quote extensively from other works, they must send photocopies of the original work's title page, copyright page, and pages on which the quotation appears.

Reviewing and Editing

Each article is reviewed by the editor and submitted for blind review to three or more Editorial Advisory Board members. Articles will be returned to the author with comments and a summary of the reviews. In some instances, an article may be rejected, but the author is invited to revise and resubmit it. Accepted articles are subject to editorial changes to improve clarity, conform to style, correct spelling and grammar, and fit the space allotted to the article. **Manuscript submission implies author acceptance of this agreement.**

Deadlines

Manuscripts for the Fall/Winter issue of *Future Focus* should be submitted by August 15. Manuscript deadline for the Spring/Summer issue is February 15. Send manuscripts and disk/cd to:

Robert Stadulis, *Future Focus* Editor
School of Exercise, Leisure & Sport
Kent State University
Kent, OH 44242
330-672-2117
futurefocus.res@gmail.com

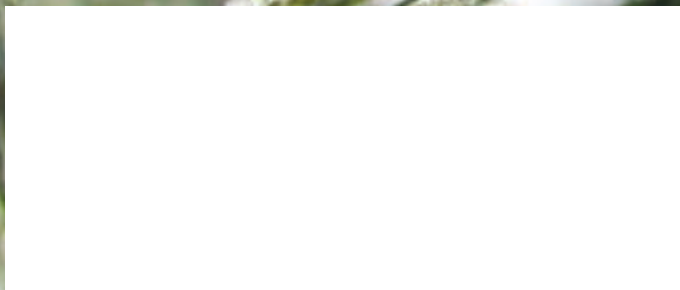
Articles for Newslines, OAHPERD's newsletter, should be submitted by December 15 for the Spring issue and by June 15 for the Fall issue. Address all Newslines articles to:

Cecilia Burford,
OAHPERD Executive Director
806 Vernon Road
Columbus, Ohio 43209
800-828-3468 (toll free)
614-239-9479 (office/fax)
ceburf@wowway.com



OAHPERD

**Cecilia Burford,
Executive Director
806 Vernon Road
Columbus, OH 43209**



Nonprofit
Organization
U.S. Postage
PAID
Permit No. 180
Columbus, OH