WILL HAVING A QUALITY HEALTH/WELLNESS PHILOSOPHY LEAD TO HIGHER ACHIEVEMENT IN THE
CLASSROOMS AND DEVELOP A SUCCESSFUL ATHLETIC PROGRAM

A Report of a Senior Study

by

Matt Davis

Major: Physical Education and Health with Teacher Licensure K-12

Maryville College

Spring 2013

Date Approved ____________, by ____________________

Faculty Supervisor

Date Approved ____________, by ____________________

Division Chair
ABSTRACT

Blount County currently contains four high schools: Heritage High School, Alcoa High School, William Blount High School, and Maryville High School. Each draws from different socioeconomic regions and each contains their own history. The purpose of this study is to investigate the history of the four local high schools in both their academic fields and sports history. The purpose of this study was to investigate if having a quality health and wellness philosophy can influence students to reach a higher academic achievement standard as well as how these philosophies can be used to help build a respected and quality football/sports program. John Dewey first noticed the importance of Physical Education while creating his Whole Person Education philosophy which focuses on interconnecting the mind, body and spirit.

Physical activity is crucial to developing an individual to live a successful and healthy lifestyle. Based on the information gathered during this study building a successful athletic program requires two key traits. The first trait requires dedication/communication while the second trait is consistency. These two traits allow for the players to respect the coach, allows the coach to have a strong relationship with his/her players, and teaches the students how to grow into responsible individuals. Incorporating the knowledge of how physical activity benefits an individual allows an athletic department to have an opportunity to shape students' lives in a way regular teachers may not be able too.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Abstract</td>
<td>iii</td>
</tr>
<tr>
<td></td>
<td>List of Tables</td>
<td>vi</td>
</tr>
<tr>
<td></td>
<td>List of Figures</td>
<td>vii</td>
</tr>
<tr>
<td></td>
<td>Acknowledgements</td>
<td>viii</td>
</tr>
<tr>
<td></td>
<td><strong>Chapter I</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A comparison of Local High Schools</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Alcoa High School</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Maryville High School</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>William Blount High School</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Heritage High School</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>High School ACT Scores</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Maryville High School</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Alcoa High School</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Blount County High School ACT Scores</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>William Blount High School</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Heritage High School</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Purpose of Study</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td><strong>Chapter II</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education and The Whole Person Philosophy</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>No Child Left Behind</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Mental Health</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Mental Disorders</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Preventing Mental Disorders</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Left Management</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Stress</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Obesity Epidemic</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Michigan's Intervention</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Tennessee</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Blount County Schools</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Maryville City Schools</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Maryville Health Screening Data 2007-2010</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Alcoa City Schools</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Academic Achievement</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Coordinated School Health Programs</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Maryville City Schools</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Blount County Schools</td>
<td>35</td>
</tr>
</tbody>
</table>
Chapter III
Building and Maintaining A Successful Athletic Program
Maryville High School
Football Success
Heritage High School
Building Success
William Blount High School
Building Success
Alcoa High School
Football Success

Chapter IV
Discussion
Major Findings
Recommendations
Conclusion

References
<table>
<thead>
<tr>
<th>Tables</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>

1. Comparing Local Schools ACT Scores
2. Maryville Health Screening Data: 2007-2008 Data
3. Maryville Health Screening Data: 2008-2009 Data
4. Maryville Health Screening Data: 2009-2010 Data
5. Maryville Health Screening Data: 2010-2011 Data
6. A chart of Alcoa City Schools showing the percentage of students overweight
LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figures</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alcoa High School</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The Whole Person Education Triangle</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>Obesity Rate State to State</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>Diabetes Trend State to State</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Obesity Map for 2012</td>
<td>23</td>
</tr>
<tr>
<td>6</td>
<td>Body Mass Index for Blount County Schools</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>Health Fitness Component Scores</td>
<td>32</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

I would like to start off by thanking my parents, Pam and Dillon Davis, for giving me the opportunity to go to college and pursue my education because I would not have been able to accomplish what I have without your support. I would also like to thank my brother, Connor Davis, because without you I would never be able to work with kids the way that I am able to now. Without my families love and support I am not sure where I would be today, and I know I would not be as successful as I am. I would also like to think all of my friends, especially Jacob Nadal, who has been my roommate for the past three years. Jacob, you have gotten me through some tough times and I will forever be grateful to you for it. To my academic and thesis advisor, Dr. Danny Pierce I appreciate everything you have done for me and helped me achieve throughout my time here at Maryville College. You have taught me what being a proper physical educator is about. I would also like to thank Dr. Haydu as well for giving me an upper hand in my field due to the knowledge I have gained on nutrition, exercise physiology, and kinesiology. I would also like to thank Dr. Terry Simpson who has been a role-model to me during my time in the teacher licensure program. Dr. Simpson, without you I would not be in the position I am today. You have truly been a blessing in my life and I one day hope I am half the teacher you are. I would also like to thank all the coaches that allowed me to interview them for this study. Finally, I would like to thank my lord and savior Jesus Christ for dying for my sins and for giving me the opportunities that I have been blessed with.
CHAPTER I

A COMPARISON OF LOCAL HIGH SCHOOLS

Blount County currently contains four high schools: Heritage High School, Alcoa High School, William Blount High School, and Maryville High School. Each draws from different socioeconomic regions and each contains their own history. Blount County was officially established in 1795 and was created from portions of Jefferson County and Knox County. Blount County was named after William Blount who served in the U.S. Army and later became a United States Senator (Lansford & Waterworth, n.d.).

Several parts of Blount County are also tied into the Smokey Mountains National Park which includes protected areas for wildlife and helps play a key role in tourism. The population has grown exponentially, in 1800 the population was 5,587 and by 1810 the population had grown to 12,098 people. In the 1850s Blount County had one college, nineteen public schools, and two libraries. The population growth came in spurts over the years but by 1990 the population had grown to 86,000 people (Lansford & Waterworth, n.d.).

Countyhealthrankings.org is a website that allows an individual to look over every county in the United States to receive demographic, health care, and other information. According to the Blount County rankings of 2012 there are currently have 122,784 people now living in Blount County. Compared to two hundred years ago this is a gain of over 117,000
people (Blount County, n.d.). Blount County, as of 2012, has twenty-one public schools although names and locations have changed over time. This includes twelve elementary schools, four middle schools, four high schools, one alternative school, seven-hundred-fifty teachers and administrators, and the schools have a total of 11,000 plus students. These statistics do not take into account the various private schools in the area such as Maryville Christian Academy (About Us, 2009).

Alcoa High School

The city of Alcoa was mainly created due to the hard work of the Alcoa Aluminum Company which quickly realized that in order to have a great city they would need great schools. The very first school ever build in the city was Vose School in 1916 which served as an elementary school. The company then built two additional schools, one school was for African-American children while the other was for the white children back during segregated times (City of Alcoa, 2007).

Until 1918 the Bassel section of Alcoa attended Maryville City Schools, however, in 1918 Maryville officials stated that Alcoa kids could no longer attend their schools due to an overcrowding issue. City officials quickly worked on building a new permanent school and in 1921 the Springbrook School was officially opened after a cost of $68,079.70 (City of Alcoa, 2007).

The first principal of the Springbrook School was Miss Josephine Sheffey and the first superintendent was Mr. Frazer, however, he was replaced by Dr. Goddard three years later who held the position until he retired 32 years later in 1956. Springbrook School would eventually turn into Alcoa High School with Alcoa Elementary School built and finished on November 7,

Today, Alcoa High School contains just over five hundred students and 90% of the non-administrative staff has a Master's degree or higher, with 33% of these staff members having an EDS degree or higher. Alcoa High School is within walking distance of Springbrook Park and the Springbrook pool. Each classroom at Alcoa High School contains television and internet as well as several computer labs both wireless and wired. In its history, Alcoa has won twelve football state championships and two basketball state championships (City of Alcoa, 2007).

Alcoa City is currently building a new high school, as seen in Figure 1, and after seven years of work the final projected outlook has been designed. The new school will be a 168,975 square foot building located on the old schools softball and baseball fields. According to reports officials have outlined three basic steps to the plan. The first step is to build the actual building as well as parking lots and other roadwork, second is building the new gym, and last will be football field and track renovations. In order to pay for these renovations officials are hoping a tax increase will help pay for the $29,795,000 plan by raising sales taxes from 2.25 percent to 2.75 percent which is the state's maximum. The project should start construction in March 2013 and conclude in December of 2014 (Stewart, 2012a).

Figure 1. Alcoa High School (Stewart, 2012a).
Maryville High School

The rival of Alcoa High School is its close neighbor Maryville High School. Maryville High School was officially opened in 1913 and was the first ever high school built in Blount County. The first class graduated in 1919 and in the exact same year was accepted as part of the Southern Association of Colleges and Secondary Schools which at the time was unheard of to be accepted as a member so quickly. In 1927 the school was moved to 833 Lawrence Avenue which is the site of the campus today. Most of the building has stayed the same throughout the years with additions being made. The biggest change is the technology plan established in 1991 which raised property taxes by three cents and has allowed technology to thrive in the school.

Maryville High School is located at 825 Lawrence, Avenue Maryville, Tennessee, 37803 (Maryville, 2012).

Maryville lies around twenty miles south from Knoxville and is the gateway to the Great Smokey Mountains. Maryville High School has eighty-one certified faculty members with 67% of these members having a Master degree or beyond. In 2011, Maryville High School was a finalist for the first ever State Collaborative on Reforming Education, (SCORE), prize which is an award for schools that make sound policy and curriculum choices to better schools. Maryville was chosen as a finalist based on the rapid improvement involving student academic achievement. In fact, five National Merit Awards Finalists have graduated from Maryville as well as Lee Humphrey who played basketball at Florida and is the current NCAA 3 point record holder (Maryville, 2012).

Maryville High School has also a sound athletic program. The Maryville High School Red Rebels football program has 13 state titles to their name as well as the longest winning football streak in America with seventy-four straight wins until their loss in the 2008 state championship.
game. The basketball team also has a state title to their credit and as of 2012 Maryville installed a brand new, state of the art, AstroTurf inside their football stadium as well as a jumbo-tron. All the renovations combined totaled around 500,000 dollars (Maryville, 2012). Maryville takes great pride in their school as Larry Brown, who was part of the class of 1985, states,

Throughout the history of our city, concerned citizens have insisted on the betterment of education in Maryville, and, thus, an outstanding learning program was established, and Maryville students became leaders in the state in test scores, contests, classroom performance and athletic programs. (Maryville, 2012, par. 9)

William Blount High School

Blount County also has two high schools that are both fairly young compared to Alcoa and Maryville. First there is William Blount High School located on 219 County Farm Road, Friendsville, Tennessee 37737 and officially opened in 1979. The school was named after a past governor, William Blount who was part of the Southwest Territory and a signer of the U.S. Constitution (William, 2012). The school has approximately 1,900 students involved in grades 9-12 and is home to 107 qualified teachers ranging from bachelor degrees (32%), Master Degrees (50%), and another 18% hold specialized degrees. The school has a football stadium that can seat around 5,000 fans as well as three indoor basketball courts, eight tennis courts, and nine computer labs (William).

Their mission statement is, “William Blount High School graduates will be self-disciplined learners able to tackle the challenges of college, the workforce, and life in general while considering the rights and needs of other sin the global community” (William, par. 5). William Blount in 2010 opened up the freshman academy at the site of the old middle school to help keep down numbers in the school hallways. While William Blount is a young school they have been given a six out of 10 on greatschools.org. This is a website in which the community
can rate the schools as well as leave comments regarding current situations. William Blount received four out of five stars based on results of twenty-nine school community members (William Blount, 2012).

Heritage High School

The second Blount County High School is called Heritage High School. Heritage High School officially opened in 1977 and had four other high schools brought into it: Townsend, Walland, Porter, and Everett High Schools. The school sits on 100 acres of land that is located near the foothills of the Smokey Mountains and contains a football stadium similar to William Blount’s that holds around 5,000 students as well as a greenhouse that is state of the art for agricultural students. One perk that Heritage High School contains that no other school has is the Planetarium. This is a great educational learning center that helps entertain and catch the attention of students from Heritage High School as well as other schools (McMahan 2010).

Today, however, the Planetarium is currently closed due to issues between Director Thomas Webber and Blount County School Board on the Planetarium’s direction, budget and the director’s salary cuts. As of right now there are no plans to reopen the Planetarium because Webber resigned his position and currently no one is willing to work with the reduced budget (Wilson, 2010).

Heritage High School’s mission states, “...Our mission is to graduate all students with a quality education in a structured, safe learning environment. The mission we share is to provide an education that is focused on the changing needs of the students, employers, and the global community” (Heritage, 2012, par. 1). Heritage High School does not have as high of a school rating as its rival William Blount only scoring a five out of ten based on test assessments, and three out of five stars based on community reviews (Heritage High School, n.d.).
High School ACT Scores

Each school’s main goal is to help prepare students for life outside of high school whether that is college or a career. However, various factors go into this that can greatly affect these goals. For example, socioeconomic status can affect motivation and the ability to receive help. Facility and school budgets can also play a role which will be looked into later on. Schools look into their ACT scores as one way to determine how effectively their education programs are. According to the ACT profile report for the state of Tennessee, the National ACT composite score is 21.1 but the state of Tennessee on average scores only a 19.5 composite score (ACT Profile Report-State, 2011). For comparisons of the schools scores in individual categories see Table 1 on page 11.

Maryville High School

Of the four schools Maryville High School had the best results. The national average scores in all subjects go as follows: English 21.3, Math, 21.1, Science 20.9, and Reading 21.3. Maryville High Schools averages in 2011 were as follows: English was a 25.0, Math was a 23.8, Science was a 23.8, and Reading was a 24.4. Overall composite score for Maryville High School was a 24.4 which is 3.3 points higher than the national average (Anglim, 2011).

Maryville High School does have some distinct advantages such as student to teacher ratio which is 16 students for every one teacher; this is below the state average. Also the amount of students on free-reduced lunch is looked at and Maryville’s 14.5% of students on free-reduced lunch is the lowest in the county (Maryville High School, n.d.). Part of the reason these ACT scores are so good is that according to studies by Goodman, Miller & West-Olatunji (2012) being on free-reduced lunch can have a severe impact on your grade proficiency levels in
any subject. For example, 17% of students on free-reduced lunch in a fourth grade public school were at a proficient reading level. Compared to 45% of students not on free-reduced lunch that were at a proficient reading level (Goodman, et al, 2012).

The same numbers are similar when it comes to graduation rates because these disadvantaged socioeconomic students face uphill battles for academic achievement. States spend around nine hundred less dollars per student in poor school districts and almost 35% of teachers in poor districts do not even have a major or a minor in the field they are teaching. This greatly increases the chances of a student underachieving due to poor teaching (Goodman, et al, 2012).

Alcoa High School

Alcoa High School also fared fairly well on the ACT assessment when compared to the national averages. Alcoa students had an average of 22.8 on the English assessment compared to the national average of 21.3. Math scores were a 21 compared to 21.1 so this score has actually fallen a little from 2011 when they scored a 21.4. Reading averaged a 21.9 compared to the national average of 21.3, however, Alcoa’s score dropped here as well because in 2011 they averaged a 22.9. Finally, in Science the students averaged a 21.6 while the national average is a 20.9 again though we see a drop from the 2011 scores of a 22.4 (Stewart, 2012b).

The biggest issue noticeable with Alcoa High School is the fact that their scores have steadily been decreasing. Part of the issue could result from the reduced lunch statistics listed above. Currently Alcoa actually has 31.2 percent of its students on a free/reduced lunch plan when compared to Maryville’s 14.5 percent, and thanks to the study from Goodman, previously mentioned involving fourth grade students, we can assume that this plays a role in affecting these scores. Another socioeconomic statistic is the fact that Alcoa has the most diverse student
body of the four schools. Alcoa is 74 percent Caucasian, 23.3 percent African American, 1.7 percent Hispanic, and one percent Asian (Alcoa City School System Trend Report, n.d.).

According to a study by Lee and Shute (2010), they state that especially among lower income families and socioeconomic backgrounds that peer influence can play a huge role in academic achievement especially for African Americans. In their study they asked fourth graders if they agreed with the statement that peer influences played a role in their academics or if they disagreed with that statement. The results show that the ones that did agree with this statement scored 19 points lower than the students who disagreed with the statement, oddly enough this point difference is actually close to point difference between African American and Caucasian students on the National Assessment of Educational Progress reading test (Lee & Shute). This data alongside the data about free/reduced lunch meal plans could help explain the drop in ACT scores for Alcoa.

Blount County High School ACT Scores

William Blount High School

Blount County schools are currently way behind Maryville and Alcoa; however strides are being made to help combat this deficit. William Blount in 2011 had a composite score of 19.5 with sublevel scores of English: 19.2, Mathematics, 18.9, Reading: 20.1, and Science: 19.2. Reading is fairly close to the national average while the others have some improvements to do especially math. Jane Morton at Blount County Schools has implanted a new schedule for the curriculum that will allow for students to take more classes to better prepare themselves for the ACT in Math and Biology/Science since these are two of the biggest factors in early success for college students (Coleman, 2011).
Both county schools face a similar problem to Alcoa and that is the amount of students on free/reduced lunch. William Blount has 31.2 percent of their students on the free/reduced lunch plan. This plan usually indicates a family is in poverty which means that they are not always getting the required food and energy to help them maintain focus, however, another stunning statistic is involved as well. Due to the overcrowding of the county schools, William Blount has a student to teacher ratio of 23 students for every one teacher. When this is added up to schools having over 1,900 students the schools have around one hundred teachers (William, n.d.).

Heritage High School

Heritage also faces a similar issue regarding the student to teacher ratio. Heritage High School has a student to teacher ratio of 22 students to one teacher which is extremely high as well as having the highest percentage of students on free/reduced lunch with over forty percent of them being on this plan (Heritage, n.d.). This can explain why Heritage has the lowest ACT test scores having scores in English: 18.4, Mathematics: 18.3, Reading: 19.3, and Science: 18.9. This decrease has occurred since the move to push more academic classes passed (Coleman, 2011).

The student to teacher ratio is a very noticeable statistic at William Blount and Heritage but does it actually have an impact? According to a study by Andrea Schenker and Matthias Inauen on schools in 2011, a high student to faculty ratio tends to lead to a weak teacher and student interaction. Many students need this personal interaction time for various reasons such as not getting any attention at home or they just need some extra instructions. While class size does not always guarantee better interactions it has been shown to help (Schenker-Wicki & Inauen, 2011).
Table 1:
Comparing Local Schools ACT Scores (Coleman, 2011).

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>English</th>
<th>Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>21.3</td>
<td>21.1</td>
<td>20.9</td>
<td>21.3</td>
<td>21.2</td>
</tr>
<tr>
<td>Maryville</td>
<td>24.4</td>
<td>23.8</td>
<td>23.8</td>
<td>25.0</td>
<td>24.4</td>
</tr>
<tr>
<td>Alcoa</td>
<td>21.9</td>
<td>21.0</td>
<td>21.6</td>
<td>22.8</td>
<td>21.8</td>
</tr>
<tr>
<td>William Blount</td>
<td>20.1</td>
<td>18.9</td>
<td>19.2</td>
<td>19.2</td>
<td>19.5</td>
</tr>
<tr>
<td>Heritage</td>
<td>19.3</td>
<td>18.3</td>
<td>18.9</td>
<td>18.4</td>
<td>18.7</td>
</tr>
</tbody>
</table>

Purpose of Senior Study

The purpose of this study is to investigate the history of the four local high schools in both their academic fields and sports history. This study is to investigate if having a quality health and wellness philosophy can influence students to reach a higher academic achievement standard as well as how these philosophies can be used to help build a respected and quality football/sports program. Based on the statistics in Table 1 above regarding the county schools, there is a lot of work that needs to be done to help improve the education of the future leaders of our country. This study will also be helpful in regards to reaching out to administrators and school board officials when it comes time to show just how important Health, Physical Education, and Wellness are and why schools need to focus more on activities to help improve academics rather than spend all day in a classroom asking a fifteen to eighteen year old student to stay focused for an entire school day, which usually lasts around seven hours.
CHAPTER II

PHYSICAL EDUCATION AND THE WHOLE PERSON PHILOSOPHY

What influences quality physical education? What helps create the foundation to insure that kids are successful in both life and the classroom? One of the most basic standards for a quality physical education involves using the Whole Person Education Philosophy created by John Dewey. John Dewey was an American Psychologist and Philosopher born in 1859 in Burlington, Virginia. Once he got his PhD from John Hopkins in 1884 he went to the University of Michigan to teach for ten years from 1888 to 1898 and he would eventually become the head of the Philosophy Department. In 1927, he became the head of the Department of Philosophy, Psychology, and Pedagogy at the University of Chicago and also served as a Professor of Education in the Department of Education until he retired in 1930. Even after retirement Dewey continued writing letters and journals to help convince educators that education is about the person and developing communication. He is credited as the father of Whole Person Education and has been credited as helping to develop the true American democracy (Andrews, 1998).

This philosophy of Whole Person Education is also known as Progressive Education and had a major influence in 19th century education. This movement was meant to help reform education from a “scientific” approach that disregarded the person as an individual, and instead focus on the diversity of each student and placed increased important on the creativity, artistic
ability, and emotional aspects of an individual. This covers the spiritual and mind, but John Dewey also wanted an increase in education of physical development. In order for this to be accomplished students had to be active and engaged (Progressive Education, 2002). Many today refer to the Whole Person Education in another form called Blooms Taxonomy which revolves around the cognitive, (mind), psychomotor, (body), and affective, (spirit) (Blooms Taxonomy, 1999).

The cognitive domain involves gaining knowledge and using intellectual skills to help solve problems and learn new methods or information. This involves recalling information such as numbers, reading material, or remembering patterns that serve to help an individual mentally. This theory involves six different levels, in other words starting with the basics and moving up the ladder. These levels include from lowest to highest, knowledge, comprehension, application, analysis, synthesis, and evaluation. The end result goal, as with psychomotor and affective as well, is to reach the top level and master it (Blooms Taxonomy, 1999).

The psychomotor domain includes physical movement and learning through movement. These motor skills require practice in order to master them and in children are especially important to their learning ability (Blooms Taxonomy, 1999). Developing these skills starts at a young age with the sensory motor stage and continues through the auditory and oculi sense stages. This is why you see children picking up and putting objects in their mouth. Physical activity is crucial to developing their psychomotor domain.

Lastly is the affective domain. This domain includes the emotional well-being and how one responds emotionally to situations. These emotions/feelings include values, appreciations, motivations, attitudes, and fears. The first level is basically recognizing or being aware of situations, second is responding such as an in class discussion, thirdly is valuing and standing up
for your beliefs, fourth is organizing and recognizing a balance between free going and being responsible, and lastly is internalizing values level in which an individual shows professional work ethic when working alone. The affective domain is sometimes forgotten but is very crucial to obtaining Whole Person Education (Blooms Taxonomy, 1999).

In today’s society, although well meant, we are slowly going back to the old approaches in regards to increased use of textbooks, increased test, more homework, and longer hours sitting in the classrooms which allows less time to be active. This leads to an increase in bullying, fights, drugs, alcohol, and other school related problems in part due to disinterest (Kirsh, 2001). One way to reincorporate this is by having students get involved in disciplines such as art, music, theatre, physical education, sports and so on. These disciplines allow for the third part of the Whole Person Triangle (seen in Figure 2) to be completed. Coaches play a key role in developing the body part as well as the affective domain when it comes to sports. Sports have some great uses in the field of education, such as teaching students to learn patience and perseverance, how to stay positive when everything is caving in around them, self-control, tolerance, compassion, humility, and self-assertiveness. In order for students to be successful in school all of these needs need to be met (Kirsh).

![Whole Person Education Triangle](image)

Figure 2. The Whole Person Education Triangle (Kirsh, 2001).
No Child Left Behind

The No Child Left Behind Act was signed by President Bush in 2002 and was basically the Elementary and Secondary Education Act, (ESEA) re-wrote. The ESEA was a law made official in 1965 that allowed for the federal government to get more involved in education and try helping disadvantaged students succeed. No Child Left Behind, (NCLB), still allows this but now it makes the schools more accountable for a student’s success or failure and brings significant changes to the education landscape. NCLB has brought in annual testing starting in 2005 of students grades three through eight in both mathematics and reading. Academic progress has also been stressed in that all students are supposed to be brought up to the proficient level in each content area by 2014. After a few years of continuing to be below the state proficiency levels the school would be given private tutors to help students and if failures still continue the school will be subject to government intervention. Other interventions were brought in as well including annual report cards and increased teacher qualification. Currently the law is being re-written again as many states had fifty percent or more school qualify as failing based on the standards (Research Center, 2004).

Dewey’s philosophy according to Heilig, Cole & Aguilar (2010) has become even more important in today’s society. Dewey’s philosophy of Progressive Education states how education should revolve around a person’s interest in order to help them achieve their goals. Yet today in many schools the arts are being taken out of the curriculum which includes music, physical education, and art classes. Doubling students up in math, science, and various other academic classes has already been proven not to be the most effective method of student learning. Doubling students up limits remediation for students and can lead to severe boredom of academics. Instead society today is focusing more on incentives and narrowly defined content competency based on standardized tests. Because of all this Dewey’s Progressive
Education/Whole person Philosophy is being challenged as not being a successful method of education and that the arts take up too much curriculum time (Heilig, Cole & Aguilar, 2010).

Mental Health

Mental health is hard to define with a single exact definition. Overall mental health describes a psychological well-being that is free from mental disorders. However, just because you do not have a mental disorder does not mean you are mentally healthy. In fact just like other health related fields some people are mentally healthier than others. There are several ideas that have come to be associated with being mentally healthy and one of these ideas is the ability to enjoy life. This means finding a balance between the past, future, and present. In the present we need to stop worrying so much about the future and/or past and instead prepare for what is to come in this day and age, but at the same time enjoy the world that’s going on around you (Holmes, 2010).

Another idea that can be associated with mental health is resilience or the ability to come back and fight adversity. Resilience is basically the ability to come back from stressful situations. There is proof that every individual handles stress differently. For example, many war veterans have become senators or public officials of some kind; while other veterans remain handicapped mentally and emotionally for the rest of their lives. The same can be said for families with drug usage. Some individuals raised in drug families do just fine and never have any issues with it, while others become heavy drug users and the cycle continues and resilience plays a huge role in these types of situations (Holmes, 2010).

Balance also plays a role in mental health. Balance can mean keeping a balanced social life and self-time. This means that people need to socialize in order to keep their social skills up but at the same time the ability to relax and relieve stress. Balance can also apply for work and
leisure time. If everyone just went to work twenty-four hours and day, seven days a week the stress would eventually overwhelm them which is why play is so important for everyone but especially students in school (Holmes, 2010).

Flexibility and self-actualization are the final two components to being mentally healthy. Flexibility is basically the ability to express emotions and compromise on ideas or arguments to help relieve stress. If people allow these stresses to build up and do not occasionally share emotions or feelings mental health disorders can arise and overwhelm an individual. Self-actualization is the ability to admit that a good job has been done and that an individual has confidence and self-esteem. Without self-esteem a person may never be able to reach their potentials or goals and could lead to depression or other disorders (Holmes, 2010).

Mental Disorders

When mental health needs are not met, mental disorders can develop and if not careful can lead to a person being handicapped for long periods of time. These disorders can disrupt a person's thinking, feelings, moods, abilities, and daily functioning. Various disorders exist but the major ones include depression, bi-polar disorder, panic, and post-traumatic stress disorder. Depression is a mood state that goes well past the psychological issue of being sad. Each year anywhere from five to eight percent of Americans will have an episode of depression. Women are the most affected by depression with seventy percent more women having an episode of depression than men. Depression can lead too constant fatigue, lack of concentration, suicidal thoughts, and other various issues (About Mental Illness, n.d.).

Post-traumatic stress, (PTSD), is another serious mental disorder a person can develop. PTSD usually develops following a severe trauma such as rape, survivors of natural disasters, or the most commonly heard of way is survival of military personal during wars. Symptoms of PTSD
include reoccurring nightmares of the event, efforts to avoid any feelings regarding the trauma, difficulty concentrating, experience a lack of sleep, and outbursts of anger. Currently most people focus on medicine to help treat PTSD often side effects can occur and medicine does not always help and therapy has been a treatment option as well. However, of late alternative methods regarding physical activity have been gaining ground such as yoga, meditation, and aqua therapy (About Mental Illness, n.d.).

Preventing Mental Disorders

Many people think they can fight off mental illness with shear willpower and this is often simply not the case. According to Downs and Ashton (2011) college students especially are at high risk for developing mental health problems with over 53% of undergraduates admitting to experiencing some hand of depression during their college lives. College students are more likely to experience this due to physical health problems developed by binge drinking, stress, lack of sleep and various other issues. One potential way to help keep these mental health issues at bay is vigorous physical activity. Vigorous physical activity, (VPA), is described as giving significant effort that causes an individual to breathe hard, increases sweating, and experience a rapid heart rate. VPA has been shown to induce short term relief of depression and anxiety (Downs & Ashton).

According to their study the most staggering number they found is that two-thirds of the participants do not engage in vigorous physical activity three days a week and that in continues to decline the later in adulthood the participants get. The biggest reason for this drop is the fact that 71% of the individuals stopped organized sports after high school. The best way to help prevent this is for communities and schools to focus on ways to promote VPA in an individual’s lifetime before vigorous sports are stopped. Simple solutions include creating sport
teams or club teams that allow a person to continue playing the sport competitively at their level. Other solutions involve promoting an active and healthy lifestyle early in the schools so that these areas become habit and enjoyable as youths. According to studies investigated by Downs and Ashton, VPA promotes a mental health boost by stimulating the brain and neurons and even helps emotionally by building self-esteem. Educators, community members, and administrators need to explore the vast ways to promote physical activity (Downs & Ashton, 2011).

Life Management

Physical activity has a significant role in developing life management skills. This is according to a study done by Brown & Fry (2011), regarding the “strong girls” movement. This study consisted of twenty (20), sixth grade girls and included two-hour session twice a week for eight weeks. In these sessions girls participated in physical activity, teambuilding, and life skills designed to teach them life management abilities. These abilities included teamwork, confidence, and developing social skills (Brown & Fry).

This study’s main focus is on girls and the fact that girls run into more threats regarding their health and life skills while they are transitioning into adulthood. Young girls can become focused on body weight issues and leading to severe eating disorders. Girls are also twice as likely to encounter bouts of depression due to self-esteem issues. One way to help counter these negative life experiences is to include activity and cooperative team building exercises. At the end of the 1998 study by Ebbeck and Gibbons, they noticed that the sixth and seventh grade girls exposed to these team building exercise and activities experience a huge boost in self-esteem and social skills not to mention they were more athletic than they previously were (Brown & Fry, 2011).
The overall objective for “Strong Girls” is based on these types of studies in order to help improve girls’ self-esteem and cooperative learning abilities which in turn improve social skills. Strong Girls has so far been successful and the biggest key to this success is the ability to attract individuals that want to make a difference in the lives of children. Communities, administrators, and teachers can make use of this information and develop a physical education curriculum that involves teaching these life management skills (Brown & Fry, 2011).

Stress

Stress is a huge factor in the lives of individuals in today’s age. The Centers for Disease Control (CDC) states that regular physical activity in childhood will help build healthy bones, help control weight, increases self-esteem, and even reduce stress. However, by the time students get to high school only twenty-nine percent say that they participate in regular physical activity (Physical Activity, n.d.). Why do students stop participating in activity as they get older?

A study by Nguye, Unger, Hamilton & Spruijt-Metz (2006), investigated these reasons and going into details such as socioeconomic status, ethnic background, and gender. This study consisted of 814 college students from three southern California colleges (1) a private four-year college, (2) a four-year public college, and (3) a community college. These students mostly consisted of underclassmen from various ethnic backgrounds. During this study students were asked to complete a survey assessing physical and health behaviors (Nguye, et al.).

In this study physical activity was measured by a total weekly leisure score which was developed by Godin and Shepherd in 1985. The score is compromised by three items that measure mild, moderate, and strenuous physical activity undertaken during free time. The score is calculated by the number of times this activity is engaged in per week by three, five, and nine metabolic equivalents or METS. METS are defined as the intensity of a particular workout or
activity. Age was measured by a self-reported age to the whole year. Ethnic background was also measured by a self-reported evaluation asked by, “how do you usually describe yourself,” followed by over thirty different choices. The final piece that was evaluated was the parent’s education level. This has been used to measure socioeconomic status for years and for this study the students answered one for either of their parents having below an eighth grade reading level, or up to a seven for an advanced degree (Nguye, et al., 2006).

The study had some interesting results. including the fact that more often the stress according to this particular study came from the parents and the home lifestyle. As this study involves college students this was somewhat surprising. Stress levels also varied depending on ethnic background and parent’s education. The higher the parent’s education the more stressful the students felt to succeed. However, this was also the case if the parent’s education was low which was intriguing (Nguye, et al. 2006).

Another factor that played into stress across the different colleges was the amount and/or access to physical activity. The schools with more access whether it is skateboarding, gyms, or running areas seemed to have a little less stress while the lack of these areas seemed to hurt students. This study however had some room for improvement and leaves several holes in the study since the results were based off hoping the students answered truthfully and understood the questions (Nguye, et al., 2006).

The study above helps to answer a few questions regarding stress and different variations of stress. Studies by the CDC have shown that prolonged stress lead to depression, anxiety and other disorders. To counter this problem, the CDC has issued that schools must start promoting physical activity because while sixty-eight percent (68%), of ninth graders participate in physical education classes, only thirty-eight percent (38%) of twelfth graders participated. The
goal of this movement is to help improve lives, improve academics, and combat the growing battle against obesity (CDC-Chronic Disease, n.d.).

**Obesity Epidemic**

The United States is currently in the middle of an obesity crisis in both children and adults. Today more than two-thirds of Americans are overweight or obese with over a third or seventy-two million of them being adults. Since 1980 the rate of obesity and diabetes have tripled for children and doubled for adults. In figures 3, 4, and 5 you can compare how obesity and diabetes have changed state to state over the years from 1985 through 2010. This is a major cause for concern as obesity contributes to heart disease, diabetes, cancer, liver disease, sleep problems, and mental health conditions. Obesity also comes at a high price for Americans. Back in 2008 the total amount obesity cost health care companies was over 147 billion dollars. In fact each individual person that is obese spends on average over 1,400 dollars more on health care than a healthy weight individual (CDC-Chronic Disease, n.d.).

![Map of Obesity Rates by State](image)

**Figure 3. Obesity Rate State to State (CDC-Chronic Disease, n.d.).**
Figure 4. Diabetes Trend State to State (CDC-Chronic Disease, n.d.).

Figure 5. Obesity Map for 2012 (CDC-Chronic disease, n.d.).
Several states are taking steps to help counter out this obesity epidemic. One such state is Michigan whose average of chronic diseases, in this case obesity, is higher than the national averages. In 2007 over thirty-six percent (36%) of Michigan's adults were considered overweight and additionally another twenty-eight percent (28%) were considered obese. These statistics are alarming because that means only thirty-five percent (35%) of the population had a Body Mass Index (BMI) of 25 or below. Part of this can be attributed to the fact that about fifty-percent (50) admitted they did not engage in the physical activity requirements of thirty minutes a day or twenty minutes a day of vigorous activity three days a week (CDC-Chronic Disease, n.d.).

**Michigan's Intervention**

Michigan developed the Building Healthy Communities project with the goal of changing the environment to encourage more healthy behavior which now consists of sixteen partners in local health departments. These departments developed a three-year plan to create more opportunities for healthier eating, physical activity, and tobacco free lifestyles within their respective communities. So far the plan has achieved fairly good success. Farmer markets, walking trails, and health education have been the strongest influence so far. Eleven trails covering a total of fifty-eight miles were designed or enhanced with benches, lighting, signs, and plants to help encourage walking and biking. Over a hundred and twenty fitness classes have been conducted as well as schools selling coupon books that allow for discounts of fruits and vegetables (CDC-Chronic Disease, n.d.).

**Tennessee**

Tennessee's obesity rate is not as severe but it still ranks as the fifteenth largest state according to the CDC. Tennessee's obesity rate in 2011 is currently 29% of Tennesseans which while slightly better than in 2010 in which it was slightly over thirty percent. The Knoxville
Department of Health is currently working on setting goals and working with the state to try to lower these numbers. Stephanie Welch is quoted saying, “Our first goal was to just reverse the trend of an alarming increase in obesity and over the past couple of years we’ve seen that trend level off” (Kent, 2012, par. 9). Basically the first goal is to simply stop the numbers from increasing and then work on a way to completely reverse the trend and become a healthier state which will require work, time, and help (Kent).

Tennessee is using several programs to help decrease the rate of obesity and eventually completely turn it around. Such programs include constructing new roadways with accessible biking routes, schools are reinventing lunch schedules to help with nutrition, schools are also kicking out soda machines permanently, and community groups are helping out by delivering fresh produce to convenient stores (Hall, 2012).

Roseanne Johnson says that the biggest problem is many people work anywhere from ten to twelve hours a day and that the nearest workout facility can be forty minutes away. To help counter this she suggests that rural people do one big shopping trip per week and make sure to get healthy items such as fruits and vegetables and take the time to cut them up right then. This way when you get home from work instead of chips you can have a healthy snack. Johnson also suggests people walk to their mailbox, take the stairs at work, and other various forms of exercise such as walking to the store if you live near it that we have forgotten about (Hall, 2012).

Blount County Schools

The Blount County school system has also stepped up and made changes in their schools to help reduce and attack the obesity epidemic. Blount County Schools have developed school health committee boards, twenty school health teams, a new wellness policy, and that all
coaches must be required to take a CPR and AED course to get certified. Parents have also been asked to be a heavy participate in these activities. Parents and grandparents have been asked to serve on these health boards as well as volunteer for such events as the health fairs, walk-a-thons, festivals, and back to school family picnics. Even students have been involved in the Coordinated School Health Programs (CSH). Heritage High School and William Blount have had their health science majors help give BMI screenings throughout the year. Their prom committees are also in charge of the no substance abuse prevention teams (Blount County School, n.d.).

These BMI screenings consist of various tests in order to come up with the most conclusive numbers. These exams usually include height, weight, and blood pressure. These exams are just for the BMI. Maryville City Schools do these exams as well but also add vision and hearing into the exams as well as scoliosis on occasion. The Blount County Schools screened just over 18,000 students in the 2008-2009 school year. Below in figure 6 is a graph of the results. (Blount County School, n.d.).

![Body Mass Index (BMI) 2008-2009](image)

Figure 6. Body Mass Index for Blount County Schools (Blount County Schools, n.d.).
To help counter the almost forty percent of overweight children the schools have purchased equipment such as playground equipment at elementary schools, equipment for nine hole disk golf at the high schools, and new Physical Education equipment such as jump ropes and hand weights for the weight rooms. In a very short time, the CSH has made vast improvements in the schools for Blount County which aim to increase both academics of the students as well as the health of both students and faculty (Blount County Schools, n.d.).

Maryville City Schools

Maryville City Schools are also hard at work trying to counter the obesity epidemic. Maryville City Schools have been getting parents more involved in activities such as field days, physical activity fundraisers, red ribbon week, and weekly meetings helping to design school gardens for students to walk in. Currently there are over nine hundred and eighty parents involved with CSH to help accomplish these goals (Maryville City School, n.d.).

Throughout the 2007-2008 school year Health Screenings were conducted in the Maryville City Schools system similar to Blount County’s. Each screening consists of vision tests, blood pressure, height and weight, vision, and occasionally scoliosis depending on the age group. In 2007-2008, 2228 screenings were conducted with 751 students being referred to health care physicians regarding their BMI, 47 students were referred for blood pressure, 31 students for vision, and 17 for hearing. However, these referrals have been increasing each year (Maryville City School, n.d.).

In 2008-09 over 8,000 health screenings were conducted with 1,020 being referred to physicians for at least one category. This increased again in 2009-2010 slightly with 1,027 students being referred. Last year however, was the biggest jump with over 1,060 students
being referred. Complete comparison of these charts can be seen in tables 2-5 below (Maryville City School, n.d.).

Maryville City is also purchasing various equipment to help combat the obesity epidemic including the use of technology to get kids interested in physical activity. Maryville City has purchased Wii's for the physical educators which involve the use of Dance, Dance Revolution (DDR), a video game in which students dance to the movement cues on the screen, and additional equipment such as rock climbing walls and updated weight equipment. Educators are also highly trained now kept up to date on the latest health trends, get updated CPR (Cardio-Pulmonary Resuscitation), training and first-aid training, and classes on bloodborne pathogens must be completed as well. The overall goal is to get students excited about movement and exercise while at the same time combating the obesity epidemic sweeping our nation (Maryville City School, n.d.).

Maryville Health Screening Data 2007-2010

Table 2. The 2007-2008 Health Screening Data (Maryville City School, n.d.).

<table>
<thead>
<tr>
<th>2007-2008 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMI Screened</td>
</tr>
<tr>
<td>2228</td>
</tr>
</tbody>
</table>

Table 3. The 2008-2009 Health Screening Data (Maryville City School, n.d.).

In 2008-2009, 8,453 screenings were completed and 1,020 referrals were made.

<table>
<thead>
<tr>
<th>BMI Screened</th>
<th>BMI Ref</th>
<th>BP Screened</th>
<th>BP Ref</th>
<th>Vision Screened</th>
<th>Vision Ref</th>
<th>Hearing Screened</th>
<th>Hearing Ref</th>
<th>Scoliosis Screened</th>
<th>Scoliosis Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>2186</td>
<td>804</td>
<td>2159</td>
<td>20</td>
<td>1967</td>
<td>175</td>
<td>1915</td>
<td>11</td>
<td>324</td>
<td>10</td>
</tr>
</tbody>
</table>
Table 4. The 2009-2010 Health Screening Data (Maryville City School, n.d.).

In 2009-2010, 8,441 screenings were completed and 1,027 referrals were made.

<table>
<thead>
<tr>
<th>BMI Screened</th>
<th>BMI Ref</th>
<th>BP Screened</th>
<th>BP Ref</th>
<th>Vision Screened</th>
<th>Vision Ref</th>
<th>Hearing Screened</th>
<th>Hearing Ref</th>
<th>Scoliosis Screened</th>
<th>Scoliosis Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>2180</td>
<td>785</td>
<td>2179</td>
<td>45</td>
<td>1850</td>
<td>182</td>
<td>1872</td>
<td>8</td>
<td>380</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 5. The 2010-2011 Health Screening Data (Maryville City School, n.d.).

In 2010-2011, 8,713 screenings were completed and 1,061 referrals were made.

<table>
<thead>
<tr>
<th>BMI Screened</th>
<th>BMI Ref</th>
<th>BP Screened</th>
<th>BP Ref</th>
<th>Vision Screened</th>
<th>Vision Ref</th>
<th>Hearing Screened</th>
<th>Hearing Ref</th>
<th>Scoliosis Screened</th>
<th>Scoliosis Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>2260</td>
<td>839</td>
<td>2263</td>
<td>35</td>
<td>1895</td>
<td>183</td>
<td>1890</td>
<td>21</td>
<td>406</td>
<td>4</td>
</tr>
</tbody>
</table>

Alcoa City Schools

CSH has also partnered with Alcoa City Schools in an attempt to fight the obesity epidemic plaguing the United States. As with the other school systems the first major goal is to get the parents involved in order to motivate the students. Alcoa City Schools have parent volunteers that assist in areas such as the SpringBrook Sprint, Health Advisory Council, walk-a-thons, field days, and Ag Day festivals. Currently Alcoa City has 233 parents helping CHS accomplish their goals in the community (Alcoa City School, n.d.).

CSH and Alcoa City Schools also make sure to get the students involved. Students can serve on school wide health teams which help represent the school system on the Blount County Health Initiative Substance Abuse Prevention Committee. The students may also serve on the prom and graduation committee whose goal is to make sure students are safe on these nights and are not part of some devastating statistics. Students in Alcoa City Schools also promote the importance of recycling. Currently around 370 students are partnering with CSH to make their schools healthier (Alcoa City School, n.d.).
The school health interventions have led to an increase in health screenings and allowed students to be referred to nurses or physicians which totals at around 743 students. This health initiative has also led to individuals that have been sent to the nurse and returned to class at over 2000 students. BMI data has been collected using these health screenings which compares the school years from 2007 through 2011 in table 6. To help improve the shocking statistics shown above in table 6, the schools have purchased equipment such as climbing walls, updated physical education equipment which includes Dance Dance Revolution, as well as physical education DVD series which helps make sense of the classroom curriculum. CSH has also farther developed physical educators allowing them to be more up to date on current health issues and how to incorporate them into the classroom such as cyber-bullying, and suicide prevention methods. In a short time CSH has made impacts on Blount County, Maryville City, and Alcoa City Schools and started the process of preventing childhood obesity (Alcoa City School, n.d.).

Table 6. A chart of Alcoa City Schools percentage of students overweight and obese (Alcoa City School, n.d.).

<table>
<thead>
<tr>
<th>School Year</th>
<th># Students</th>
<th>Overweight %</th>
<th>Obese %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>658</td>
<td>43%</td>
<td>25%</td>
</tr>
<tr>
<td>2008-09</td>
<td>724</td>
<td>37%</td>
<td>22%</td>
</tr>
<tr>
<td>2009-10</td>
<td>717</td>
<td>38%</td>
<td>21%</td>
</tr>
<tr>
<td>2010-11</td>
<td>648</td>
<td>44%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Academic Achievement

Research has shown a connection between physical activity/fitness levels and academic motivation and achievement. One of these studies was conducted by Joshi, Howat & Bryan (2011) in the state of Louisiana. The purpose of this study was to see just how much physical activity plays a role in helping academic fields. In 2009-10, public school students (n=19,695) in Louisiana participated in a health-related physical fitness assessment and this was done in fifteen different schools with at least one feeder school system, (same elementary, middle and high school attendance zone) participated in the testing. Utilizing feeder school systems enabled data collection across all age groups and grades (Joshi, Howat & Bryan).

This study used the FitnessGram to assess physical activity and this tool uses the health-related physical fitness levels, muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition. The actual assessment is divided into five subcategories and determines Body Mass Index (BMI) and they include: (1) a cardiovascular endurance run to determine cardiovascular endurance, (2-3) pushups to determine muscular strength and endurance, (4) and various stretches such as the shoulder stretch to determine flexibility. All of these tests determine if an individual reaches the Healthy Fitness zone for each test. (5) Body composition such as height, weight, blood pressure, and gender are also taken into account to determine BMI. Calculations were completed by using the CDC’s Growth Charts (Joshi, Howat & Bryan, 2011).

The results of this study concluded that 47% of the students were at a healthy weight, 31% were obese, and 19% were overweight while the last 3% considered underweight, see figure 7. This large sample (n= 16,279), allowed for a more accurate statistical analysis controlling the race, gender, and age characteristics of the students. The overall fitness score
made a significant impact on a student's math scores. Basically the better in shape a student was the higher their math scores tended to be. This has a huge significant factor as math scores tend to be the lowest scores on average for students (Joshi, Howat & Bryan, 2011).

Another finding the study discovered was that since the Progressive Aerobic Cardiovascular Endurance Run (PACER) had the strongest relationship with academic performance; it makes sense to focus on aerobic activities in schools to boost academic performance. This is why Louisiana has established that students need to have 150 minutes of physical activity every week in schools. However, students only takes 1.5 credits total worth of physical education classes to graduate high school. Which the authors of this study feel needs to be increased to help achieve fitness goals (Joshi, Howat & Bryan, 2011).

The study stayed consistent with previous research stating the importance of physical activity in regards to academic performance. The purpose of this study was to provide

Figure 7. Health Fitness Component Scores (Joshi, Howat & Bryan, 2011).
information to help provide this information to school officials, teachers, parents, and other policymakers the importance of physical activity in regards to academics as well as obesity; however, physical activity does not necessarily have to occur in physical education classrooms.

Teachers can incorporate five to ten minutes of various activities to help get students focused and moving. Obesity impacts students in school and can hinder their experiences and personal growth as many obese students get hindered physically, emotionally, and academically due to bullying, which in turn leads into a lack of self-esteem. Ninety-five percent of children up to age 17 are enrolled in school and this is why it is so important for schools to promote physical activity at this age. School children are at their peak for learning and developing habits during school. If schools can promote nutrition and physical activity properly the fight against obesity can move forward (Joshi, Howat & Bryan, 2011).

Coordinated School Health Programs

Maryville City Schools

Today Heather Ledbetter is in charge of the Coordinated School Health movement for Maryville City Schools as the Coordinated School Health (CSH) director. In the past Maryville High School had a part in the CSH program, however, today this has changed drastically. With the movement of the eighth and ninth graders to the Junior High School the LifeTime Wellness standards also moved with them. However, this is not to say that Maryville High School has abandoned physical activity. They still include elective physical education classes such as weight lifting, team sports, and a brand new physical education course (H. Ledbetter, personal communication, November 15, 2012).

The CSH movement for Maryville City involves grades: K, 2, 4, 6, 8 and 9 and all these screenings test for height, weight, blood pressure, vision, hearing, and scoliosis depending on
the grade. However, the ninth graders are only screened for height, weight, and blood pressure. John Sevier Elementary School has incorporated extra physical activity to help with more movement as well including a running club that meets in the mornings. Foothills Elementary is also currently trying to work with Maryville College on some possible physical activities as well (H. Ledbetter, personal communication, November 15, 2012).

While the high school does not handle the LifeTime Wellness standards anymore this does not mean Mrs. Ledbetter is not involved in the school. She assists the high school with their nutrition plan in order to meet the new state standards in that area. Maryville High School has recently hired a professional dietitian to help with any students that are overweight. The main job of the dietitian is to determine how many calories this student should be taking in and how much activity they need to burn off the proper amount of calories. Maryville High School is also making sure their staffs are fully trained in the proper ways to take care of food. Examples can include, proper temperature storage, best way to combine ingredients, and how to properly clean the food and keep it clean and lastly making sure they are serving the proper food (H. Ledbetter, personal communication, November 15, 2012).

One of the biggest improvements Mrs. Ledbetter has been a part of is partnering with the school coordinators from Blount County and Alcoa City to reach out to the Blount Memorial Hospital in order to receive federal grants. Thanks to all the hard work and statistics the coordinators have gathered over the years the hospital agreed to help get them with grants. With a grant Maryville City has developed an active prom and graduation campaign to help preach to students the importance of being safe and smart. These grants have allowed Maryville City Schools to thrive and grow using these new CSH guidelines (H. Ledbetter, personal communication, November 15, 2012).
There must always be concerns when it involves change in schools and health. One thing that really concerned Mrs. Ledbetter is the fact that so many kids in school now are hungry. Because of these new guidelines the cafeteria is very limited in what they can offer. Some kids have not adjusted yet, or the students do not receive hardly any food at home and limiting the quantity of food has set them back. To counter this, the CSH program has placed garden bars in the cafeterias. These bars allow for students to load up on as many vegetables and fruits that the students want with no limits. Overall thanks to the cooperation of the community around Maryville City Schools and the hard working employees Maryville City Schools have made great strides in trying to incorporate health to the students and the importance of sticking with it (H. Ledbetter, personal communication, November 15, 2012).

**Blount County Schools**

Marybeth Blevins is the School Health Coordinator for Blount County Schools. Her job is the same as that of Heather Ledbetter except that Mrs. Blevins has two high schools to keep up with, William Blount and Heritage High School. In both William Blount and Heritage High School students are only required to have 1.5 credits of Physical Education in order to graduate. One of the 1.5 credits comes via the wellness class that all students are required to take their freshman year. This wellness class consists of both a health classroom experience as well as time in the gym getting students moving and teaching them lifelong activities they can continue to participate in. However, there is a difference between the two high schools in terms of the wellness class (M. Blevins, personal communication, November 15, 2012).

At William Blount High School students spend the entire year (two semesters) in a wellness class. Also in William Blount’s wellness classes students spend two days a week in the classroom and three days a week in the gym. Heritage High School only spends one semester in
the wellness class and up to three days a week can be spent in the classroom. The schedule is not as consistent at Heritage and according to Mrs. Blevins if you compare data/time from the two schools William Blount Kids tend to be more active during their time in the wellness classes (M. Blevins, personal communication, November 15, 2012).

William Blount High School also has another unique characteristic involving their Physical Education classrooms. Mrs. Leatherwood, a Physical Education instructor at William Blount, has recently started having an all-girls gym class during the semester. The logic behind this, according to Mrs. Blevins and studies she has read is that girls will perform and be more active when boys are not in the same class. This seems to help girls not be as self-conscious about boys looking at them or judging them. Instead they will become more active and participate on a greater scale than girls in mixed gym classes. Looking into these types of studies might be a way to incorporate new physical education techniques into the classes and reach more students (M. Blevins, personal communication, November 15, 2012).

Blount County Schools and the Coordinated School Health program are also involved in the use of health screenings. Blount County screens for height, weight, eye vision, hearing, and blood pressure every two years up to ninth grade. Mrs. Blevins refuses to send home notes to parents if their child is overweight with the biggest reason being at how sensitive of an issue this can become and the schools and her do not want other children finding out. Instead they take the approach at letting the child grow into their weight. In extreme circumstances they might start a child on a diet but this is a last resort (M. Blevins, personal communication, November 15, 2012).

Vision tests, on the other hand, the students are referred to a specialist. The Family Resource Center has partnered with Blount County Schools by giving them vouchers to use for
eye glasses. This has allowed families to help aid their child's learning by allowing them to easily purchase glasses as many families cannot afford eye wear. Another reason these vouchers are so beneficial is the fact that vision is one of the major deterrents that keep a student from reaching their academic potential (M. Blevins, personal communication, November 15, 2012).

Mrs. Blevins and the CSH also make sure to get involved in the schools nutrition program. They have a program called "Go, Slow, Whoa" in which they have green, yellow, and red stickers on items in the lunch line. This is very similar to what Maryville City does as well in that the Go/green stickers are located on food that students can have as many servings as they want. The Slow/yellow stickers tell students that the food is not bad just limit your servings. The Whoa/red stickers are for deserts and show that students can have one serving but quantity needs to be limited. The schools do not want to teach kids that certain foods are bad, instead the message they want to get across is that they can eat whatever they want, but that certain foods need a limited quantity while they should eat more healthy foods (M. Blevins, personal communication, November 15, 2012).

Another nutrition program that Blount County Schools have started involves Lanier and Rockford Elementary Schools. In these elementary schools students are allowed to have a free breakfast every morning if they so wish. This program is important because it gives children a meal that they otherwise may not be able to get due to the household. Blount County Schools along with Mrs. Blevins and the Coordinated School Health Movement are working on improving the lives of the county children by developing better physical education environments, teaching student's way to remain active after the school years are over, and by supplying them with the proper nutrition so that they can excel in the classrooms and be well nourished (M. Blevins, personal communication, November 15, 2012).
There are plenty of reasons that physical education should be included in the curriculum. However, besides just the health of students and teaching students how to live a healthy lifestyle can there be more use for the knowledge that physical education gives? Knowledge on how the body moves and works could possibly be used to help build an athletic program and the next chapter of this study will be used to investigate the possibilities. In order to accomplish this, interviews of coaches from the four high schools will be held. During these interviews the coaches will be asked questions such as what conditioning drills they use to develop the body, what lifts they use to develop the body, and what values do they wish to instill into their students/players to allow them to live successful lives?
CHAPTER III

BUILDING AND MAINTAINING A SUCCESSFUL ATHLETIC PROGRAM

"Running a football team is no different than running any other kind of organization - an army, a political party or a business. The principles are the same. The object is to win - to beat the other guy. Maybe that sounds hard or cruel. I don't think it is" (Vince, n.d., par. 2). This quote is from Vince Lombardi who was the famous coach of the Green Bay Packers. Vince Lombardi won the first two Super Bowls in the history of the National Football League (NFL), and his name is on the current Super Bowl trophy. This quote of his can be translated into other fields and most notably in designing a proper athletic program.

The purpose of an athletic department is to provide an opportunity for student-athletes to fully develop their academic and athletic potential through practice, training and competition. Through these methods an athletic department should instill various values into its student athletes. These values include, but not limited to: Good sportsmanship and personal integrity, loyalty to their team and other peers. Additionally, appreciation for the benefits of hard work, motivation and perseverance in both winning and losing situations, and pride in accomplishments gained through fair and honest means (Athletic, n.d.).

An athletic department's number one goal is to instill the focus for student-athletes on excellence, excellence in the classroom, excellence on the field, and excellence to oneself. Excellence to oneself consists of making sure that the athlete understands that excellence is an
all the time task. The individual must be willing to work hard, both in good and bad times, do everything in their power to make sure that they accomplish the goals that they want too, and do not let anything get in your way (Athletic, n.d.).

Tim Tebow, who was the quarterback of the Florida Gators, has a quote that symbolizes what an athletic departments main goal should be, “Sports mean a lot to a lot of people in this room, but at the end of the day, they’re just sports. It’s not life. It’s not just finishing strong in sports. Do you have what it takes to finish strong in life?” (Williams, 2012, par. 7). One of the ivotal roles in an athletic department is the coach. The coach is the individual who must instill these values into their players in order to maximize their potential and insure their successes outside of simply sports. How do Maryville, William Blount, Heritage, and Alcoa High Schools run their athletic departments in regards to how they run their football programs and what Physical Education philosophies are used to help build a strong foundation in both, their student-athletes and also for students in general?

Maryville High School

Maryville High School is recognized by a vast majority of people in Tennessee by their football program. The Maryville high School Football Rebels have fielded a football team dating all the way back to 1926 and have an outstanding overall record of 715 wins with only 215 losses and 34 ties not to mention fourteen total State Championships with the last nine coming from the current head coach of the Rebels. The current head coach is George Quarles who became the head coach in 1999 after succeeding Tim Hammontree; who is currently the head coach of the Heritage Mountaineers (High School Football Database, 2011a).

Since Coach Quarles took over in 1999, he has managed a record of 193 wins and only 18 losses along with nine state championships and two state runner-ups. Coach Quarles only year he has not appeared in the state championship was back in 2033 when they were upset in
the playoffs by Morristown West. However, after this loss Coach Quarles led his team to four straight state championships and one of the longest winning streaks ever in the county with 74 straight wins before it was snapped in the 2008 state championship (High School Football Database, 2011a).

**Football Success**

How has Maryville High Schools football team kept being one of the best in Tennessee? A lot of the success can be accredited to a strong workout and Physical Education Philosophy. Brandon Waters, a graduate of Maryville High School, is currently in charge of the conditioning, weight-lifting, and overall physical aspects of the football team. Coach Waters says that in order to stay successful you must stress the fundamentals and the basics. The reason for stressing the fundamentals is primarily for properly developing the kids. At this time in their life fifteen-eighteen year olds are highly susceptible to damaging their bodies if they do not take care of them properly. Teaching these fundamentals allows the students to get stronger, quicker, and reduces the risk of developing bad habits or injuring themselves in the future (B. Waters, personal communication, February 16, 2013).

Along with building the fundamentals Coach Waters believes staying consistent is a key ingredient to success. He says that throughout the entire year, not just off-season, that they have the same workout Monday, Tuesday, Thursday, and Friday during the off-season. During the season the workouts are always on Monday and Wednesday for the varsity players and the junior varsity players on Tuesday and Thursday. The consistent schedule goes for film studies and practices schedules during the season. The reason for this method is simply to stay basic and not make the game any more complicated than it needs to be. By building a consistent schedule players also quickly learn what is expected of them, takes less time up explaining techniques and various other ideas, and in regards to weightlifting the players strength and
endurance are increased at a faster rate due to properly developed technique (B. Waters, personal communication, February 16, 2013).

Coach Waters believes heavily in the push-pull method which is stating that if players push weight such as bench press, power clean, or jerk press the weight, then the players also need to pull the weight using techniques such as bar rows, pull ups, and inverted rows. This keeps the lifters from overbuilding their anterior or posterior muscles and instead allows for balance. Maryville focuses on explosive power movements in regards to football because it is a game of immediate force, especially for linemen. Explosive power moves such as power clean and jerk press allow the athlete to explode off the ground at a much faster pace, and in football the faster explosive/stronger linemen usually get the upper hand. However, just being strong and explosive does not guarantee a victory (B. Waters, personal communication, February 16, 2013).

Coach Waters has a philosophy that two to three times a week the athletes will focus on change of directions and plyometrics. In order to gain quicker feet Coach Waters has the athletes use ladders and jump ropes as well as using certain drills such as the L Drill, Dot Drill, and Pro-Agility Drill that are used in the National Football League (NFL). These drills allow for athletes, again especially linemen, to gain quicker feet, coupled with their explosive power allows them to beat their opponent to a favorable position. The most important item needed though to build a strong athletic program foundation is attendance. Maryville could have all the facilities, best coaches, and best support group and still not be successful if they did not retain their 90% attendance rate throughout the year (B. Waters, personal communication, February 16, 2013).

How do all of these techniques and methods translate into classroom and academic success? Maryville has led the four high schools in terms of overall composite score for Maryville
High School was a 24.4 which is 3.3 points higher than the national average as stated back in Chapter I (Anglim, 2011). This could co-exist with the fact that Coach Waters as well as Coach Quarles stress high classroom expectations. They ask that all students follow rules and be respectful to their fellow teachers and peers. Also they stress competition both in football and in the classroom/life. Coach Waters believes that pushing themselves to be better than their peers allows students and athletes to reach their full potential. However, they do not stress a certain GPA requirement, other than the required 2.0 to be eligible to play. Instead they ask students to push themselves and others to do their best and in turn this creates a more positive and stress free atmosphere because the students do not need to constantly worry about making a certain grade in particular. The coaches want their students to be excellent in the classroom and be more than just an average student (B. Waters, personal communication, February 16, 2013).

For any student that is struggling the coaches make sure to find them tutors. In fact, a resource that Maryville High School has available is the fact that almost every member of the coaching staff is licensed in teaching a different field. Maryville has a coach for math, history, english, health, and science so that if a student is unable to help a player the coaches can always step in and assist as well. All the success both on and off the field is a credit to a great atmosphere and personal communication between players and coaches and is a huge part in the reason why Maryville’s athletic department is so successful (B. Waters, personal communication, February 16, 2013).

Heritage High School

Heritage High School opened in 1977 just before its county rival William Blount High School. The school was created through the consolidation of four community high schools Townsend, Walland, Porter, and Everett. The athletic facilities include James D. Lillard Field and Jack Renfro Stadium utilized for football and track & field. Additional athletic facilities include a
soccer field; side-by-side baseball and softball facilities; exterior hard tennis courts as well as a
large gymnasium used for basketball, volleyball, and wrestling competitions. Located adjacent to
stadium is the Wilbur Shaun Athletic Fieldhouse which used to be used for weight-lifting but is
now currently the football coaches offices (High School Football Database, 2011b).

Heritage High School, like William Blount High School, has had a hard time finding any
consistent success on the football field. Heritage has amassed 124 wins and 243 losses in its
program history with a majority of these wins coming in the 1980s and their best season taking
place in 1985 in which they won 11 games and lost 2 games with one of the losses occurring in
the third round of the playoffs against Rhea County. The current head coach of the Heritage
Mountaineers is Tim Hammontree who won a state championship at Maryville High School in
2000 and has been credited as starting the trend of success they have experienced under
George Quarles. Tim Hammontree’s first season at Heritage High School started with a 0-10
campaign but saw the junior varsity team win 6 out of 8 games and show signs of life for the
future (High School Football Database, 2011b).

**Building Success**

Adam Hendricks, now also the Spring Sports Athletic Director, is a former alumni of both
Heritage High School and Maryville College and is currently the offensive coordinator for
Heritage Mountaineers football team. Coach Hendricks has been through three head coaches
now in his tenure at Heritage with the newest coach being Tim Hammontree as previously
mentioned. Heritage has not had much success over the years in terms of consistent winning so
under their new head coach Heritage is hoping to start to develop a tradition of excellence,

In order to build a model of success on the field Heritage’s coaching staff including
Coach Hendricks have developed a set of goals that they wish their players to gain. They want
their players to be more tough and physical in nature than in the previous years, have a higher
work ethic than in previous years, and hopefully when these actions are seen to be successful
the staff hopes a higher number of students will come out to play for the team. The staff also
carries these expectations over to the classroom. Coach Hendricks hates the stereotype
involving athletes, grades being fixed, and that athletes are not intelligent individuals. Instead
the coaches want their players to be model students. However, along with model students they
want their players to be above average in terms of behavior in the class. This includes answering
with yes sir, yes ma'am, no sir, and no ma'am as well as behaving in class, participating, and not
disturbing the class. Players are role-models for the regular students and what they are seen
doing many other students will follow (A. Hendricks, personal communication, March 7, 2013).

Overall, Coach Hendricks wants all of these lessons from both football and the
classroom to carry over into their future careers and lives. Coach Hendricks wants the overall
core values of both areas to be instilled into the players which will allow them to become
successful men down the line. He defined a successful man as a good husband, having great
occupational success, and having high expectations of how he should act and believes that
through football and physical activity students can learn these values. If a student happens to be
struggling in the classroom they will have an “academic” intervention in which one of the
coaches in the particular field will help the player. Overall players are, at the minimum, expected
to pass 3/4 of their classes with at least a C average (A. Hendricks, personal communication,
March 7, 2013).

In order to build on the field success Coach Hammontree with the help of Coach
Hendricks have designed a fairly strenuous off-season program. In the off-season they would
prefer that as many of the players as possible sign up for one of the weightlifting classes. In
these classes they will lift four to five days a week. Currently the classes include around thirty
total players or about half of the team. The other half of the team lefts after school three days a week on Monday, Wednesday, and Friday. On Mondays they focus heavily on the power lifting such as benching and squatting along with auxiliary style workouts along with it. Auxiliary workouts are basically body weight such as pull-ups, air squats, push-ups, shoulder workouts, and plate circuits. Conditioning focuses more on speed ladders, dot drills, some plyometrics, hurdles, and linear movements. The coaching staff will have them do sprints occasionally but they want to focus on developing fast feet and developing certain football movement fundamentals (A. Hendricks, personal communication, March, 7’ 2013).

Coach Hammontree bought the program called “Bigger, Faster, Stronger” which allows for the computer to calculate based on one’s height and weight and previous maximum lift, how much the individual should be able to lift and how many repetitions. In order to add some excitement into their exercises the coaches ask the players to try to beat the computer in terms of weight and repetitions. Overall, this has been noted as a huge success because the players tend to find it as an exciting challenge and many of them believe it’s another person doubting that they can ever succeed which helps motivate them (A. Hendricks, personal communication, March 7, 2013).

During season the staff will cut down on their weight lifting but will still shoot for three days a week of lifting on Monday, Tuesday, and Wednesday both during and after school if needed. This is also the time in which they increase their conditioning exercises as well as moving to some more track exercises to increase flexibility of the hips as well as cardiovascular endurance. One major difference that Heritage does in regards to lifting that many other schools do not is grip strength lifts. Instead of dumbbells Coach Hammontree has come up with plate lifts. Players will get thirty-five or forty-five pound plates and perform grip shakes, chest press, over-head swings, and perform various oblique workouts while holding the plates. All the
while the goal of these workouts is to help improve grip strength of the players. In wide receivers this aids with catching and blocking, running backs can hold on to the ball more effectively, linemen can block or shed blocks with more ease, and quarterbacks can get a more firm grip on the ball. This is a workout that Coach Hammontree had Maryville High School performing at his tenure there and he managed to win a state championship so the results and experience speak for themselves (A. Hendricks, personal communication, March 7, 2013).

Coach Hendricks has had several years of experience at Heritage and seen just how hard it is to build success at a school that does not have the community involvement to aid it. This is why Coach Hammontree and Hendricks have decided to form an acronym that sums up how they believe the students/players can change the atmosphere at Heritage High School. The acronym spells C.L.I.M.B. and stands for coachable, learner, imitate, mentor, and believe. Coachable basically means allow the coaches to help everyone and teach the values needed to succeed. Learners go along with helping the coaches by listening and understand the information. Imitate is watching how the successful players and coaches handle situations and copying them. Mentoring is aiding the younger players such as freshman and guiding them through the tough times and teaching them how to be mature. Finally believe that everyone can make a difference in the world, believe the team can win on Friday night, and believe in each of their teammates (A. Hendricks, personal communication, March 7, 2013).

This acronym is just one method that the coaches want to build success at Heritage. Another method they use is preaching. The coaching staff preaches to the players that playing for Heritage allows players to form their own legacy. Schools such as Maryville and Alcoa High School have had many great players come through their school and many of the teams have been successful. However, Heritage has only had a handful of great players come through it. This gives players the opportunity to leave behind something that they will always be
remembered for a long time with the chance of being the first player to ever accomplish a certain task. Overall, building a successful program from basically scratch takes several key components. First and foremost it takes the right staff that has a positive outlook on the situation and the patience to deal with the bad and hard times that come first. Second it takes developing the players into having a hard work ethic and developing outstanding character traits that could take several years. Finally, teaching first the students/players to believe they can make a difference and then extending this optimism to the community to come out and support the kids and cheer them on (A. Hendricks, personal communication, March 7, 2013).

William Blount High School

William Blount High School opened in 1979 and is named after the former Governor of the Southwest Territory and signer of the United States Constitution (William Blount, 2012). William Blount's football program began in 1979 which is impressive considering most schools build up to athletic competitions. The stadium is named after the very first head coach of the Governors football team Mike White. The stadium can hold a capacity of 5000 students and includes a full track and field area. William Blount has also been busy updating their facilities to give players and coaches the best possible atmosphere to rebuild the football program. The renovation of the press box made it from a single floor to a two floor press box. This allows for more space for coaches, media, and game workers. Construction of a new field house will provide a new weight room and multiple coaches' offices improved locker room for players (WBHS Football, n.d.).

William Blount has had ten head coaches in the program's thirty-four year history. The longest tenure coach at William Blount was Mike White who finished with a record of 33 wins and 67 losses. The most successful coach in the school's history so far has been Scott Meadows who was the coach from 2004 through the 2007 season. Coach Meadows finished with a record
of 25 wins and 20 losses. Coach Meadows is one of the two head coaches that have finished with a winning record while coaching at William Blount. Coach Meadows is also the only coach at William Blount to ever make the playoffs three straight seasons, (2005-2007), while at the same time recording the schools best season ever in 2007 finishing with a record of 9 wins and 3 losses with the third loss occurring in the quarterfinals of the playoffs. This was also the season that William Blount lost to Maryville High School by a single, yet controversial, extra point attempt. Overall William Blount has amassed 133 wins overall in its program history with 220 losses (High School Football Database, 2011c).

Meadows would leave to go to Catholic High School in 2008 with Coach David Gregory taking over in 2009. After three seasons and only nine wins, Coach Gregory was let go and the new coach making his season debut this year will be former Greenback football coach Justin Ridge. He has coached at Greenback for two seasons while leading them to the playoffs both years. He finished at Greenback with a record of 17 wins and 6 losses. However, Coach Ridge has an uphill battle trying to build a consistent winning attitude at William Blount while trying to compete with the big schools such as Maryville High School (High School Football Database, 2011c).

Building Success

Coach Ridge has a tough challenge in building up a program that has seen rare consistent success. Coach Ridge himself has said that he will have to grow in regards to moving from a 1A school in Greenback to a 6A school in William Blount. Overall, win or lose, Coach Ridge has certain key aspects that he wants to pass on to his players both in the sport of football and in life as well. First and foremost Coach Ridge wants to instill a hard work ethic. No matter what happens in a sports season hard work can transfer to success in life, which is the ultimate goal of any educator. Every educator should want the best possible opportunities for
students to succeed and the only way for this to happen is having the will and work ethic to want to succeed. Coach Ridge also wants to pass on that being a respectful individual will lead to success later in life. What Coach Ridge means by being a respectful individual, yes sir and no ma'am, helping those that need help, being there for people who may not be as well off as you, and just treating people with respect and equality. No one is going to be the same but they are humans and we should treat them as such (J. Ridge, personal communication, February 27, 2013).

Football success does not equal success in the future. This is something that Coach Ridge preaches every day in regards to his classroom expectations. William Blount High School makes sure to place students, based on assessments, in classrooms that equal their abilities while at the same time challenging students to achieve academically. Coach Ridge uses this system to his advantage stating that no student trying in their classes should ever make below a C average in a class. Coach Ridge and his staff would prefer A’s and B’s but they understand that some subjects just do not click with certain students, so the occasional C is acceptable as long as the C is based on effort in the class. If a student happens to be struggling in a class the coaching staff will check with their teacher to determine the problem. Coach Ridge personally tutors players in math while other subject’s teacher or tutors are found for them. So overall, there is no excuse for poor grades because the resources are there to help students (J. Ridge, personal communication, February 27, 2013).

As far as conditioning and off-season workouts are concerned, the William Blount football team has only two periods off all year and those are the mandated dead periods that the Tennessee Secondary Sports Athletic Association (TSSAA) requires. During the off-season the players are all in a 4 block weightlifting class that allows them to workout as a team every day, while at the same time gaining academic credit. Four days a week the players will lift. These
lifting days usually involve Monday, Tuesday, Thursday, and Friday give or take a day for various holidays. The players condition four days as well and even sometimes five days in regards to cardiovascular fitness/endurance. In season, Coach Ridge believes that players can still gain strength and speed even with lower amount of days lifting. (J. Ridge, personal communication, February 27, 2013).

During football season the students will lift two or three days a week and those days are Monday through Wednesday. If a student happens to have a class that interferes with them taking 4th block weightlifting then the student is allowed to come workout in the morning before school under supervision of a coach. Conditioning during the football season happens during practices as well as running after practice. Running after practice can occur from penalties, lack of effort, goofing off, punishments for off the field incidences, or sometimes just because the coach wants to run them. Coach Ridge’s philosophy is basically that his team should never lose a game because they are weaker, smaller, or out of shape (J. Ridge, personal communication, February 27, 2013).

Specific workouts and conditioning varies in regards to weather, time of the year, and week. Conditioning wise Coach Ridge and his staff like to focus on drills such as the Pro-agility drill, L Drill, and shuttle drill. Some of these drills are the same as what Maryville High School uses. However, instead of plyometrics Coach Ridge and his staff have more of an old school sprinting conditioning style; their sprints are used as a real game simulator. For example, one time the players will run an eight yard sprint full speed, the next sprint could be a three yard sprint, and after that the players may have to run a fifty yard sprint. The overall goal of this is to get players in game shape and the randomizing of the yardage simulates how a football game could flow. (J. Ridge, personal communication, February 27, 2013).
Coach Ridges’ weight room philosophy is very similar to Coach Waters’ philosophy from Maryville. As previously mentioned, football is a sport played in a way that the player with the best feet, overall strength, and most explosive moves will often win the battle. Coach Ridge focuses on the overall body in regards to weight-lifting so that players can be the best at all three of these skills. In order to grow these skills Coach Ridge focuses heavily on the power lifts such as bench press, squat, power-clean, and jerk press. However, he also focuses on lifts such as shoulder press, dead-lifts, triceps extensions, and jumping rope. These lifts and skills allow for his players to develop the quick feet, flexibility, and overall balance that come with the Health-Related Fitness Components that he tries to base his workouts off of (J. Ridge, personal communication, February 27, 2013).

Rebuilding a program to a consistent success level is no easy task. Coach Ridge took a chance on leaving a program with success in order to better himself as a coach and to help a school in serious need of help. Rebuilding a program is a long and tedious process that requires a tremendous amount of steps. In order to keep the list short the objectives can be summarized into three basic steps. The first major step is clearing house. A coach does not want to continue to beat a horse that is not able to run anymore and obviously after a head coaching change something was not working. The next step is getting the students and players to believe in the change. William Blount and various schools that are not successful in athletics tend to have players come out and just think that they have no real shot at beating teams like Maryville High School. In order to get a program to improve the coaches first have to change the attitudes of the student’s, players, faculty, and parents. The third and final step is consistency. What Coach Ridge meant by this is at first the coaches have to change everything, but once these changes are done the path must be stuck too. This is the only way to get the players to both respect and
buy into the system. Only by accomplishing these three steps can a program hope to turn around years of mediocrity (J. Ridge, personal communication, February 27, 2013).

Alcoa High School

The Alcoa High School Tornados are led by Head Coach Gary Rankin. The Tornados have continued to maintain the commitment and dedication needed to earn the AA State Championship title 7 years in a row with 12 years achieving a State Title. This 2012 team, led by 27 seniors, had the drive to bring home a 13th state championship title. The Alcoa Tornados play on Goddard Field at Alcoa High School that can hold a couple thousand people. Alcoa High School is the smallest high school in this study with around just over 500 students in the school. Alcoa plays in district 4A during the regular season and 3A in the playoffs due to the new Tennessee Secondary School Athletic Association (TSSAA) playoff system. The amount of success Alcoa has been able to sustain is impressive due to the low amount of students available in the school (Alcoa Football, 2012).

Football Success

Alcoa won seven straight state championships in District 2A and 3A football over the last decade. In order to win this consistently Alcoa has to have a good system in place. This system starts in the weight room according to Strength and Conditioning Coach Brian Nicks. He focuses heavily on four areas to make sure that his athletes are in football shape. The first step is mobility. In order to be a good football/team the players need to be mobile. This includes fast feet and quick hand movement. The second step is stability. In this step Coach Nicks focuses heavily on core strength and correct posture. He says that in today’s society we spend so much time slouching and bending over at desks that we develop bad habits and as we age we lose posture support. This can result in injuries while trying to do simple activities of daily living (ADL) such as lifting objects or bending down. By developing students properly Coach Nicks
hopes that they will develop proper sitting posture even while working and this in turn results in a healthier lifestyle (B. Nicks, personal communication, April 3, 2013).

The third stage is injury prevention. This stage can be included in stability, but Coach Nicks states that he prefers to keep it separate as he teaches proper stretching, proper lifting, and running techniques in this phase. The last stage of development is maximum effort. Coach Nicks talks about the velocity curve and instead of just focusing on one spectrum they focus on several. This allows for the players to develop various muscles in different ways that allow for less adaptation to the program (B. Nicks, personal communication, April 3, 2013).

During off-season Coach Nicks does not stress conditioning due to the fact that many of the players would simply lose their endurance over time. Instead he uses this time to work on becoming an effective runner. In order to do this he starts by working on proper arm technique and work on lateral walking and synchronizing walking. In regards to weightlifting Coach Nicks likes to work power clean heavily. Not heavy weight, but instead he focuses on working on proper technique with light weight. The reason he likes power cleans so much is due to the fact it works on pushing and pulling. Other sports that he focuses on pulls from are boxing and tai chi. He uses techniques from these sports such as teaching them to pull and extending their hips, teaches accelerating and decelerating, as well as how to stick a landing softly. Coach Nicks, unlike the other coaches at the high schools, does not like to do ladders and dot drills. He says that these drills can become conditioning drills and when done that way, cause fatigue and lead to bad technique and posture (B. Nicks, personal communication, April 3, 2013).

During the summer the coaches focus on conditioning a little more. The team will lift three days a week for about twenty minutes and the rest of the day/weekend is spent outside to get players accumulated with the heat. Coach Nick’s philosophy is that every repetition outside, whether it is running routes or conditioning, is a snap in a football game. So thirty repetitions
are thirty snaps and over the summer the repetitions are increased to prepare them for the
game. When actual football practice starts this completes the conditioning. These types of
philosophies have carried over and led to many years of success (B. Nicks, personal
communication, April 3, 2013).

Success on the football field though is not enough. Players must also be successful
students in order to be successful individuals. The coaching staff expects students to maintain
constantly good grades and make sure that behavior is that of a respectful adult. The coaching
staff wants to instill values such as accountability and responsibility into the students.
Sometimes this requires a coach to jump on a student and then later play the good guy role. In
Coach Nick’s weightlifting class he stresses safety on top of the other values. He wants students
to think of the consequences and possible injury that could occur from doing something
intentionally wrong. Pushing students to learn these values, live them, and apply them to all
aspects of their lives have allowed Alcoa to maintain the athletic and football success that they
have had (B. Nicks, personal communication, April 3, 2013).

Chapter IV will contain the discussion and major findings of the study as well as
recommendations on how this study could be improved on. Lastly, the chapter will contain the
overall conclusion of the study and discuss how the results found could be applied to delivering
a quality physical education program to the school’s curriculum. In turn hopefully this can
establish a foundation that allows students to build healthy habits and develop lifetime physical
fitness.
CHAPTER IV

DISCUSSION

The purpose of this study was to research the history of Blount County’s four local high schools in both their academic fields and their sports history. This study investigated how if a quality health and wellness philosophy can influence students to reach a higher academic achievement standard as well as how these philosophies can be used to build a respected and quality football/sports program. There are various different techniques, strategies, and methods that coaches use to build their athletic program. Which of these methods are best? Does a particular method work for everyone? Lastly, what type of person is building the program? Is this individual focused on academics or are they only focused on winning on the field? This study could be helpful in regards to reaching out to administrators and school board officials when it comes time to show how important Health, Physical Education, and Wellness are and why schools need to focus more on activities to help improve academics rather than spend all day in a classroom asking a fifteen to eighteen year old student to stay focused for an entire school day, which usually lasts around seven hours.

Major Findings

One finding in particular that was discovered during this study started occurring in the very beginning of the study. In Chapter I this study looked into and compared American College Testing (ACT) scores. While comparing these scores it was noted that Maryville High School achieved the highest overall ACT scores. Maryville High Schools averages in 2011 were as follows: English was a 25.0, Math was a 23.8, Science was a 23.8, and Reading was a 24.4. Overall composite score for Maryville High
School was a 24.4 which is 3.3 points higher than the national average (Anglim, 2011). For full comparison, as previously mentioned, see Table 1 on page 11. One question that was asked in relation to these scores was how? How does Maryville High School do so well on the ACT while Alcoa, Heritage, and William Blount seem to be struggling? Some might suggest that they have better overall students, however, this study wanted to look into the role that the Whole Person Education Philosophy created by John Dewey plays in these scores.

Whole Person Education focuses on three diverse parts of an individual, mind, body, and spirit. If all three of these are not equal then an individual’s life could become affected in a negative way. The goal of a Physical Educator is to promote all three of these fields in order to maximize a student’s potential (Blooms Taxonomy, 1999). Maryville High School has some great Physical Education instructors that push their students to reach for high goals and expectations and help develop their students to be successful outside of school. Since one of the purposes of this study was to investigate how Physical Education could translate to both classroom/life success and athletic success an interview with Coach Brandon Waters was set up. Coach Brandon Waters is the strength and conditioning coach for Maryville High School and a football coach on the Maryville High School Rebels team.

Coach Waters along with the rest of the Maryville High School coaching staff believe that their athletes should not settle for mediocrity in the classroom. Instead the coaches preach excellency in the classroom. They want their students to be better than the average student, support each other, challenge each other, and use the skills learned both in football and in the classroom to be successful people outside of school. Coach Waters states that this is how you build a successful athletic program. The goal of an athletic program is not simply to win. The top goal of any athletic program should be to ensure that the student athletes are prepared to be successful later in life. In order for the student athletes to be successful in life they must be successful in the classroom in order to get a good job and go to college (B. Waters, personal communication, February 16, 2013).
Coach Waters believes that in order to have students be successful in both life and the classroom you must teach the basic fundamentals and be consistent. In terms of the classroom this means making sure students know that there are rules that they must follow and that the teacher has expectations that are to be met at all times. These expectations could involve turning homework in on time, raising hands before speaking, or being supportive of one’s classmates (B. Waters, personal communication, February 16, 2013).

Consistency is also a key to any classroom success. Examples of consistency could include making sure to punish any student the same as the rules say. If a teacher allows for an exception simply because they are an athlete or they are the class president then a teacher can lose the respect of the students and students can perceive the wrong idea that if they are a higher authority later in life that they can get away with more; this is not the goal of a teacher but often it happens. This type of philosophy towards your regular students will help translate into building a successful athletic program because it will ask the students to push themselves, work hard, and learn to respectful towards other individuals. When these and various other traits/values come together it leads to success in the classroom, athletics, and life in general. This is why Maryville High School is so successful both in terms of general athletics and the classroom. Maryville High School has teachers that understand these concepts and do not simply just preach the concepts, but has the students live the concepts (B. Waters, personal communication, February 16, 2013).

Another major finding that this study confirmed is just how essential Physical Education is and why it should be required in schools. Physical Education is underappreciated in schools due to the movement of trying to get our core class scores up such as math, science, and reading that physical education is slowly being cut out of the curriculum in some schools. However, physical education has a huge place in the curriculum of schools. Stress is a huge factor in the lives of individuals in today’s age. The Centers for Disease Control, (CDC), states that regular physical activity in childhood will help build
healthy bones, help control weight, increases self-esteem, and even reduce stress. However, by the time students get to high school only twenty-nine percent say that they participate in regular physical activity. Physical Education teaches students ways to manage their stress and teach students ways to develop lifelong activities that allow students to remain active throughout their lives while at the same time reducing stress (CDC-Physical Activity, n.d.).

Stress is not the only reason Physical Education is important to students. Obesity is a major cause for concern; in fact, the United States is currently in the middle of an obesity crisis in both children and adults. Today more than two-thirds of Americans are overweight or obese with over a third or seventy-two million of them being adults. Since 1980 the rate of obesity and type II diabetes have tripled for children and doubled for adults. Obesity can lead to various diseases such as diabetes, cardiovascular disease, liver disease, and sleep problems. Part of this problem occurs due to the fact that when students go home they live such sedentary lives in which they do nothing but watch television and play video games. Very few kids go out and play on a consistent basis anymore and parents do not get involved and push sports or these activities on them (CDC-Chronic Disease, n.d.).

Physical Education is a great way to expose students to activities that they can sequentially build up skills and continue doing throughout their life. The problem that many people associate with physical education is that the instructors throw out various sport balls and say have fun. Sadly, this is at times very much the truth. However, a true physical education program teaches students the basic movements and exposes them to various activities. Sports do exist in the gym but exposing students to other activities such as dance, outdoor recreation, rock climbing, and even hiking/camping should take place in a proper physical education classroom (CDC-Chronic Disease, n.d.).

Blount County, Alcoa City, and Maryville City Schools have retained their physical education departments and have developed various ways to combat the obesity epidemic. These school systems have developed a Body Mass Index (BMI) screenings and teamed up with the Coordinated School Health
Program that has allowed for the system to purchase new equipment such as rock climbing walls, Wii game systems that allow for students to play dancing games such as Dance, Dance, Revolution (DDR), new weightlifting equipment, and thanks to these BMI screenings students are able to be referred privately to a physician or the school nurse. The students are then able to receive proper nutrition information and physical activity guidelines that they need to meet in order to lead healthier lifestyles. Without physical education none of these movements would be possible and our fight against obesity would continue to be a struggle (H. Ledbetter, personal communication, November 15, 2012).

A third major finding of this study is the importance of quality physical education. This finding involves the academic boost that comes along with the combination of physical education and physical activity. A study conducted by Joshi, Howat & Bryan (2011) in the state of Louisiana was to see just how much physical activity plays a role in helping academic fields. This study used the FitnessGram to assess physical activity and this tool uses the health-related physical fitness levels, muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition, for full details see page 31. (Joshi, Howat & Bryan).

The results of this study concluded that 47% of the students were at a healthy weight, 31% were obese, and 19% were overweight while the last 3% considered underweight, see figure 7. The study concluded that, especially in regards to math, that the healthier the student was the higher the students’ scores were in a particular field. The study also discovered that the Progressive Aerobic Cardiovascular Endurance Run (PACER) had the strongest relationship with academic performance. This makes sense because aerobic exercise stimulates the brain and allows for the creation of new neurons in the hippocampus; which is also the learning and memory center of the brain. The creations of these new neurons allows a student to perform best right after physical activity has been accomplished (Joshi, Howat & Bryan, 2011).
Lastly, a fourth major finding that was discovered during this study was different methods and beliefs to both build and maintain a solid athletic programs foundation. The four local high schools in the Blount County area are Maryville, Heritage, William Blount, and Alcoa High School and each school almost takes on the role of different cultures. Maryville High School has a solid foundation of success in athletics and academics. Maryville’s football coach Brandon Waters does not like to take the “jock” approach, such as football players get passed in class and do not have to try. Instead Coach Waters and the rest of the Maryville High School staff ask their players to push themselves and their teammates to do better than each other in class, competition breads success philosophy (B. Waters, personal communication, February 16, 2013).

Coach Waters also has a upper hand at helping students do well academically because he is the strength and conditioning coach as well as a licensed Physical Education Instructor and because of this he understands how physical activity can stimulate the brain. Coach Waters states that in order to build a strong and successful program that a coach or athletic director need to have two characteristics. The first characteristic is communication. Coaches and administrators that have strong communication skills can get to know their players and understand their strengths and weakness with relatively more ease than individuals who cannot communicate effectively this results in better relationships and being able to push players to be their best (B. Waters, personal communication, February 16, 2013).

The second characteristic needed is a trait of consistency. This trait can apply in the classroom and on the field. Coach Waters defined classroom consistency as making sure students understand the daily routine and that the routine is kept. If the students are to participate in bell ringers every day for example make sure they know this and make sure there is a bell ringer on the board. Punishment also needs to be consistent. Students will catch on if some students do not receive the same degree of punishments as others or if punishments vary if the student is an athlete or not. Make sure to list the punishments, what is expected, and follow through. This same ideal applies for on the field as well and is
part of the reason the coaches believe Maryville High School has been so successful over the past few decades (B. Waters, personal communication, February 16, 2013).

William Blount and Heritage High School have not had the same degree of success as Alcoa or Maryville so the task at hand for these coaches and athletic directors is to build a successful foundation. Heritage High School is now coached by Tim Hammontree who was actually Maryville’s last head coach. Coach Hendricks stated that contrary to many beliefs the first step to building a successful program is in the classroom. This is why Coach Hammontree stresses that his players need to be better than the average student. This applies to grades, attendance, and behavior. The coaching staff wants their players to be role-models for their students and show that the joke stereotype does not apply at their school. The coaches in turn hope that the lessons learned in the classroom such as respect, hard work, and belief will translate onto the field as well. In order to be successful the players have to believe that they can indeed beat anyone they go up against and that while it will take hard work the reward will be well worth it (A. Hendricks, personal communication, March 7, 2013).

An interesting point that Coach Hendricks made was what he believed the definition of success in terms of athletics was. He believes that the term success should not be measured by wins and losses. Instead success should be measured by what the students do with their lives after their playing days and schools days are over. The goal for all athletic programs he believes is that they should push students to learn these life lessons playing the sports they love and in the classroom and use these lessons to be good fathers, role-models, and successful in their career opportunities. Basically the goal of an athletic program should be preparing kids for the challenges of life outside of school (A. Hendricks, personal communication, March 7, 2013).

William Blount High School is also facing a similar task under new Head Coach Justin Ridge. He has a similar approach in regards to future success. He wants to preach to his players that while success on the football field is nice, that success does not always translate into life. In order to be successful in
life Coach Ridge preaches that you have to be a respectful individual such as saying *yes ma'am, no sir*, and respect your work. If you respect your work then you have most likely worked hard on that work and hard work will translate to success in life. Coach Ridge also hopes that this type of attitude will echo throughout the school and to the team and result in a hardworking and respectful team that is easy to coach and lead down the right path (J. Ridge, personal communication, February 27, 2013).

In order to help students out Coach Ridge tries to make sure that every coach on staff is licensed in a different subject so that if needed the coach can tutor a player. If this is not the case Coach Ridge makes sure to enlist the help of a student from the school to help tutor. He does not want any excuses in regards to failing class and not giving a full effort. Rebuilding a program is a long climb and a lot of stumbles along the way. Patience, confidence, and work are required in order to reach the top and realizing this success leads to success in other areas as well. The next task once one has had success is maintaining that success and developing that hunger for wanting to be the best, not just on the field, but off the field as well (J. Ridge, personal communication, February 27, 2013).

**Recommendations**

This literature review study covered a wide array of topics in order to discover major findings and develop a conclusion. In Chapter III this study looked into the athletic programs of the four local high schools. However, interviews only consisted of one individual from each school rather it was the head coach or an assistant coach. In order to get a better feel for how the actual athletic department is ran, interviews with the athletic directors (AD) of the schools would be recommended. The only reason AD interviews were not held was due to time constraints but going back and rebuilding on this review by including those interviews would help develop an even better understanding of an athletic programs goals. Another recommendation to improve or build off of this study could be to perform a case study similar to that of Joshi, Howat & Bryan (2011) in which they used the FitnessGram to see the correlation of academic achievement and physical activity. Performing this type of study at the four local high
schools could be beneficial and help prove the impact that physical activity has on the schools ACT scores discussed earlier.

Conclusion

The overall purpose of this study was to determine whether or not having a quality health and wellness philosophy would lead to a higher achievement in the classrooms as well as develop a healthy and successful athletic program. Also, this study wanted to show the significance of physical education programs in school and why students having this physical activity time aids in their learning abilities. In order to accomplish this task the literature review was broken down into three chapters not including the Chapter IV conclusion. The first chapter involved the introduction and a brief history of the schools so that anyone unfamiliar with the area would get a clear picture. The second chapter focused on the benefits of physical education and the importance of physical activity in students and how transferring these healthy lifestyle habits into adulthood can combat the obesity epidemic, diseases, and improve our society as a whole. Chapter III focused on the athletic programs, mostly football programs, and how they are ran.

Based on demographics alone this study can show several significant advantages that Maryville High School and Alcoa High School have over William Blount and Heritage. Alcoa and Maryville High Schools both have a significantly more amount of highly qualified teachers than do the county schools. Another factor that Alcoa and Maryville have is money. The city schools tend to have significantly more funds than the county schools do. This results in higher qualified teachers wanting to work for these schools due to receiving higher salaries for their hard work. This also applies to sports and facilities as well. Maryville High School recently renovated their field to include a jumbotron and a brand new AstroTurf field. Alcoa High School is currently designing a brand new high school to be built as well. William Blount and Heritage struggle in regards to financial aid and because of this sometimes can lack
in up to date equipment. This can result in both parents and students wanting to go somewhere that they feel their child or themselves can have a better chance at success.

Demographics and financial aid can play a role in success of a program. However, after interviewing several coaches from the four high schools another conclusion can be discovered and that is consistency. Maryville and Alcoa High School have both had the same head coach for nearly a decade. This type of consistency allows for players, parents, and the community to gain a sense of trust and comfort that the program will continue to be successful. This type of comfort allows Maryville and Alcoa to have the respect of its players before they even set foot on the field, which in turn, allows players to be more coachable and open to help. William Blount and Heritage High school have made strides in hiring a better staff that could help breathe life back into programs that know nothing but mediocrity in sports.

Coach Hammontree at Heritage High School stresses high success in the classroom in hopes that the work ethic gained in life situations can transfer to on the field work ethic and work to improve the program. Coach Hammontree also preaches that in order to be successful you have to believe you can be successful first and foremost. Coach Ridge at William Blount preaches a similar message. Both coaches have had success at their previous programs which helps gain the respect of the players.

Based on the information gathered during this study building a successful athletic program requires two key traits. The first trait requires dedication/communication. In order to be successful coaches have to be dedicated to the students and players they are teaching and coaching. Winning on the field should not be the reason they coach. Winning can be a reward for hard work put forth but in the end a coach should want his players to be winners off the field regardless of the sports season result. Communication involves teaching players/students to be respectful citizens. This includes teaching them manners such as yes and no sir/ma'am, being role models as parents, and dedication to
betroting society. Coaches need to teach students that hard work and determination lead to success because coaches can reach kids in ways that some teachers simply cannot.

Consistency is another key trait to building a successful athletic program. Consistency can include developing common habits such as consistent schedules and making sure students/players know the daily routines. Also consistent punishments and expectations need to be made clear. Treating certain students or players different can cause a negative impact on a team, loss of respect, and lead to even more discipline problems. Once a rule has been made coaches and teachers both need to follow through with the rules and consequences regardless of the student. Only then will students learn how to take responsibility for their actions. These traits are part of why Maryville and Alcoa High School have managed to maintain their success rate and what William Blount and Heritage High Schools new coaching staffs want to reach for.

Another conclusion that can be argued for is the importance of physical activity and physical education for students in schools. John Dewey first noticed the importance of Physical Education while creating his Whole Person Education philosophy which focuses on interconnecting the mind, body and spirit. This movement was meant to help reform education from a "scientific" approach that disregarded the person as an individual, and instead focus on the diversity of each student. Physical Educators have the ability to be the sole responsibility of balancing out all three areas of the triangle, including the body section.

Physical activity can help prevent various mental disorders. This can be beneficial to teenagers especially due to the fact that they are going through so many physical and psychological changes that they can become unsure of themselves. Physical activity helps boost self-esteem and confidence due to the increase of various neurochemicals in the brain. Along with boosting self-esteem physical education allows for the students to learn valuable life lessons. One such lesson is the ability to manage a healthy
lifestyle and an active lifestyle into adulthood. These attributes help counter-act the possibility that an individual goes through depression and reduces stress.

Possibly the most important reason physical education and physical activity should be a necessity in school in order to combat the obesity epidemic plaguing our county. As mentioned on page 22 the obesity rate has doubled since the 1980s. This is due to a sedentary lifestyle that most kids lead. Video games and a lack of physical work have led us a society to sitting around at an office and not developing our bodies the way they should be. In order to try to develop a love for activity quality physical education programs need to be in school. For many kids this is the only way they can be exposed to various activities, games, and sports that they can incorporate later in life. Without physical education we run the risk of future generations being the first generations to live shorter lives than their predecessors (CDC-Chronic Disease, n.d.).

Physical Education is an underappreciated class that society has lost hold of the importance. All the focus is on academics and improving our various core class scores due to our falling behind academically as a county. However, what people forget is that other countries have a heavy focus on physical activity. They have realized how the stimulation of neurochemicals in our brain allows individuals to focus and retain information with more clarity (Neurochemical, n.d.). Not to mention the boost of self-esteem and confidence that the students get gives them the ability to believe in themselves (Holmes, 2010). If the United States wants to compete we need to focus more on ensuring quality physical education programs remain in the curriculum and that instructor’s work together to improve grades across the academic spectrum. Only then can the United States return to the academic powerhouse that we used to be.
REFERENCES


71


