ABSTRACT

CYR, J. P. What Factors Contribute to Student Self-Selection of Sport Classes Compared to Outdoor Pursuit Classes at the University of Wisconsin-La Crosse? MS in Exercise and Sport Science - Physical Education Teaching, August 2000, 133 pp. (J. Steffen)

A qualitative study was utilized to determine the factors that led to student self-selection of two types of activity classes. Twenty-two participants (n = 22) were interviewed by the researcher to examine the reasons for each individual’s choice of either a sport or outdoor pursuit class. Equal representation for type of class and sex was established. The interviews consisted of six main questions that focused on their current activity class as well as past experiences and future interests. Grounded theory, content analysis, and ad hoc meaning generation were used to analyze the data. Emergent themes included social influences, having fun, familiarity, scheduling, improving skills, and novelty. One interesting pattern that emerged was that the majority of the classes that the students mentioned for future interest were non-traditional activities. The results of this study suggest that a variety of classes should be offered that address the various needs expressed by the participants as well as promoting additional offerings of non-traditional activity classes. These results may assist in the design and implementation of the University of Wisconsin-La Crosse physical education activity classes by recognizing the interests and the factors that students highlighted as being important to their self-selection of activity classes.
WHAT FACTORS CONTRIBUTE TO STUDENT SELF-SELECTION OF SPORT CLASSES COMPARED TO OUTDOOR PURSUIT CLASSES AT THE UNIVERSITY OF WISCONSIN-LA CROSSE?

A THESIS PRESENTED TO THE GRADUATE FACULTY UNIVERSITY OF WISCONSIN-LA CROSSE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

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We recommend acceptance of this thesis in partial fulfillment of this candidate's requirements for the degree:

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The candidate has successfully completed the thesis final oral defense.

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CHAPTER I
INTRODUCTION

Physical education is an area of today's school programs that has received negative attention. Many factors are known to contribute to these negative views. According to Fox and Biddle (1988), boredom, repetition, feeling stupid and incompetent, and lack of choice are common reasons to produce dislike of physical education. Other negative factors that are commonly associated with physical education programs are: the competitive nature that it promotes, the embarrassment of being picked last for a team, the exposure of the student to discomforts about their bodies and self-esteem, and the issues surrounding equal participation with unequal skill abilities. According to Wilcox (1987, p. 22), "The ability of a student's body to attract, express, feel, move, and react becomes increasingly important as he or she enters adolescent years. A poor self-image born of obesity, physical maturity, or poorly developed coordination might lead the student to seek an escape because most physical education programs threaten rather than support self-esteem."

Problems with physical education do exist, yet they are mostly situational. It is important to recognize that many good programs do exist and that there are positive benefits available from participation in physical education. Summerfield (1998, p. 4) stated that, "Physical education, provided at school, is an excellent way to encourage activity and develop fitness among children and, for many children, will be their only
preparation for an active lifestyle... For health benefits related to physical education, the Centers for Disease Control and Prevention (CDC), the National Association for Sport and Physical Education (NASPE), and the American Heart Association all recommended comprehensive daily physical education for children K-12." In addition to health benefits, there are many other factors that contribute to the benefits of physical education. These benefits include fun and enjoyment, skill and social development, and factors related to improving student self-perception and self-worth. Recognizing the strengths of a successful physical education program and finding ways to implement activities that are important to the students' needs and interests is an integral means of improving physical education programs.

Statement of the Problem

Though teachers and administrators design and determine physical education programs, it is important to remember that the students form a critical component as well. Understanding student goals concerning physical education and the benefits they seek has played an integral part in the development, planning, and implementation of physical education programs. Involving students not only affects the aspects of development, planning, and implementation, but also the effectiveness of the program. Over the years, studies have been presented acknowledging student preferences towards physical education activities. However, the reasons for "why" these preferences occurred and whether or not patterns exist within these preferences has received little attention.
Purpose of the Study

There is a lack of data pertaining to the reasons why students prefer certain physical education activities at the University of Wisconsin-La Crosse. Therefore, analyzing the factors involved in why students select to participate in physical education classes is a valuable start. This study was established to examine specific factors involved in the University of Wisconsin-La Crosse students' decision to select enrollment into two specific categories of physical education activities: sport and outdoor pursuit. A qualitative design incorporating interviews was used with the intent of collecting detailed and specific information from students. The primary purpose of this study is to identify the factors that contribute to student self-selection of sport classes compared to outdoor pursuit classes at the University of Wisconsin-La Crosse.

Need for the Study

This study is needed because recognizing the factors that influence student self-selection into certain activity classes may lead to identification of patterns that could help with the design and marketing of courses. The knowledge produced from the results of this study might also help physical educators facilitate activities more effectively to match student preferences and interests. If educators were aware of what was attracting students to certain physical education classes, they could cater to those interests by offering more classes that appeal to students or by using class activities and materials that would be more closely related to student interest.

A secondary focus for this study is the comparison of sport classes to outdoor pursuit classes and the factors influencing student self-selection into each. The need to
compare the factors that contribute to student self-selection into each category of classes may lead to recognition of trends. Sport classes are more traditionally found in physical education courses. Outdoor pursuit classes are gaining popularity in elementary schools to university level curriculums. Researching two different types of classes and recognizing how students respond to each area may produce important information for teachers and administrators responsible for course development and implementation.

Assumptions

It is the researcher's assumption that distinct patterns and themes relating to why students select certain classes exist. Based on literature and experience, social influences, the desire to have fun, and scheduling are assumed by the researcher to be factors that will contribute to the student self-selection of physical education classes. It is also thought that the categories of sport and outdoor pursuit activities will produce themes and patterns that are specific to the type of activity class selected. It is presumed that students participating in sport classes will have enrolled for the primary reasons of familiarity, competition, and the desire to improve skills. Novelty and the concept of adventure and risk are factors that are assumed to prevail for outdoor pursuit classes.

It is assumed that there will be significant feedback regarding the reasons why students enroll in activity classes. Through the collection of data, it is also assumed that patterns will present themselves and the data will then be able to be grouped into specific themes.
Delimitations

1. The selection of University of Wisconsin-La Crosse students.
2. The selection of a qualitative study.
3. The selection of only sport classes and outdoor pursuit classes.

Limitations

1. Classes offered during the Spring 2000 semester.
2. Participants' willingness to share opinions and feelings in the interviews.
3. Researcher's ability to recognize and reduce their own opinions and biases.

Definition of Terms

Sport Activity Classes - activity classes that are found in traditional physical education curricula that are classified as a sport and involve set rules and regulations.

Examples include: volleyball, basketball, floor hockey, golf, tennis, and bowling.

Outdoor Pursuit Activity Classes - activity classes that involve student travel through non-motorized movement from one place to another. Examples include: rock-climbing, backpacking, snowshoeing, canoeing, and mountain biking.

Non-traditional Physical Education - activity classes that are not found in the traditional physical education curriculum. These classes are typically found to be elective offerings rather than core requirements. Examples include: scuba diving, hang-gliding, fly-fishing, downhill skiing, snowboarding, yoga, martial arts, roller hockey, and swing dancing.
Summary

The goal of this research was to obtain information concerning the factors that determined student self-selection of physical education activity classes. Sport classes were selected as one category of classes due to their familiarity and large number of class offerings within the category. Outdoor pursuit classes were selected for the other category based on the recent growth in interest of activities involving outdoor pursuit themes. Since interest and enrollment of outdoor pursuits are becoming more familiar in physical education programs, it was important to see what factors attracted students to enroll in those classes as compared to more traditional classes such as sport activities. The significance of obtaining this information is that it could be used to help design and market courses to better match the needs and interests of today's students.
A review of related literature was conducted concerning the topics of physical education and qualitative research design. Literature within the field of physical education was examined for the purpose of relating this study to those already documented. The content of previous studies addressing similar questions and concerns was explored and their results and recommendations for further study were taken into consideration. This examination of literature aided the researcher in forming the question for this study: what factors contribute to student self-selection of sport classes as compared to outdoor pursuit classes at the University of Wisconsin-La Crosse?

The purpose of this chapter is to address existing areas of related literature that were examined throughout the duration of this study. The areas addressed are: selecting a qualitative research style, negative viewpoints associated with physical education, positive attributes of physical education programs, common preferences and reasons for taking physical education classes, and outdoor pursuit activities in physical education.

Selecting a Qualitative Research Design

A qualitative research design was selected to gather detailed and specific information regarding the factors considered when students choose to enroll in physical education classes. Through an examination of previous literature, it was found that few
quantitative studies report the subject's reactions to participation in physical education classes and the studies do not recognize specific reactions to the activities themselves (Hastie, 1992). Therefore the researcher concluded that a qualitative design incorporating student interviews would generate the most specific reasons that led students to take particular activity classes. Previous research highlights student opinions of important objectives of physical education as well as aspects of the curriculum that they liked or disliked. However, the research rarely included why the students held their opinions about objectives or why they like or disliked aspects of the curriculum. Fox and Biddle (1988) stated that the logical way to find out what students perceived to be rewarding in physical activity was to ask them. Fox (1988) believed that the key to promoting a positive psychological awareness to sport and exercise was to focus on the perceptions of children in our programs. Fox also stated that student perceptions have been obtained on numerous accounts; however, the reasons for those perceptions have been addressed on an infrequent basis.

Qualitative research is a systematic, empirical strategy that focuses on answering questions about people's social context (Locke, 1989). Locke further states that this research style is a way to define and answer the fundamental question of "What's going on here?" The question being asked in this study is best addressed by asking each subject exactly that, "What is going on here?" Why did you take this class and what were some of the factors that led to your decision? Qualitative questioning is more open-ended by nature and leads to detailed and specific information from each subject. "It is clear that information is required which can come only from qualitative study" (Locke, p. 11).
Qualitative research is an approach that has not received as much focus as quantitative research within physical education related literature. The infrequent use of qualitative research is recognized for numerous reasons. First, qualitative research is more abstract and therefore it is often not as concrete as other research methods. According to McMillan and Schumacher (1997), the qualitative research design is flexible and emerges as data are collected. This characteristic contrasts quantitative research where the researcher establishes precise procedures and steps to guide them through the study prior to the collection of data. Next, quantitative research focuses more on numbers and concrete conclusions, where qualitative research examines narration of words, subjectivity, and interpretations. According to Smith (1987, p. 173), “The body of work labeled qualitative is richly variegated and its theories of method diverse to the point of disorderliness.” Last, Smith goes on to explain that qualitative methodologists have differing views with respect to the nature of reality and the ways to represent and evaluate findings. Locke (1989, p. 2) states the belief that, “At the best, qualitative research is a field characterized by zesty disarray.” Following these statements and perceptions of qualitative research, one can understand why physical education has been dominated by traditional or conventional natural science models most commonly associated with quantitative studies (Sage, 1989).

It is clear that some researchers do not classify qualitative research as a valid research design. Concerns are often raised regarding the validity and reliability of the methods of qualitative research and the data collected. However, qualitative research, like meta-analysis, item response theory, and repeated MANOVA, is an appropriate
alternative methodology for conducting research (Schutz, 1989). Locke (1989, p. 11) states that,

Compared to other traditions for empirical social science, qualitative research is no more explicative, no more valuable in practical affairs, no closer to the wellsprings of human behavior, and no more virtuous by reason of its methods... What it is, and distinctly so, is different. It is another way of knowing, a different view of the social world and, for any given purpose, that difference may matter a great deal.

The idea of a "different view" is ideal for this study because it allows the researcher to examine student perceptions with an in-depth method that has not been frequently utilized in the past.

According to Sage (1989, p. 28), "Qualitative research is already a respected research approach in the social sciences and humanities: nothing sport and physical education researchers do will change that fact." Schutz (1989, p. 34) also states that, "the addition of qualitative approaches to our repertoire of research methodologies can only enhance the quality of research in physical education and exercise and sport science."

These viewpoints and the others examined led the researcher to select a qualitative research design. The researcher believes that a qualitative research design will be the most effective method to obtain information regarding the question put forth in this study regarding the factors that led to the students' selection of activity classes.

This study was based around the six steps of analysis according to Kvale (1996). However, the steps were modified to work best for this study. The first step was having the subjects describe their lived world. They randomly expressed how they feel, what they experience, and what they do in relation to a topic. The second stage allows the subjects to expand a little more and discover new relationships of thoughts to the material being discussed. The third stage represents condensing data and interpreting the
statements made by the subjects. This is where the researcher checks for understanding by restating what it is that he or she heard. Often the subjects agree with the restatement, but sometimes they state that the interpretation was inaccurate and they restate or rephrase their intended meaning. Within the fourth stage, the researcher interprets the interview and tries to understand everything that was recorded. The fifth and six stages of generalizing and re-testing were not applicable to this study.

Negative Viewpoints Associated with Physical Education

Through an examination of literature, many different views of physical education were found to exist. Negative views and attitudes regarding physical education at many different levels of the educational system appeared within the literature. Graham (1990) addressed that at the middle and high school levels of teaching physical education, non-physical educators often do not share the enthusiasm of the physical educator nor their belief in the value of "good" physical education. In fact, many individuals view physical education as "non-academic." Fox and Biddle (1988) recognized boredom, repetition, feeling stupid and incompetent, and lack of choice as downfalls of physical education.

There are several factors contributing to negative feelings regarding the area of physical education. First, many school districts are reducing the physical education requirements to minimal levels. Administrators often cite lack of funding and a perceived need to expand on other subject areas as the reasons behind this reduction (Scantling, Strand, Lackey, & McAleese, 1995). Therefore, students participate less in physical education and there is diminished administrative support for effective teaching in the subject of physical education. Next, according to Graham (1990), there are several
problems inherently associated with physical education. These problems affect the attitudes of students, parents, and administrators and include (a) pressure on teachers/coaches to coach with little expectation for quality teaching of physical education, (b) administrators who tolerate or excuse poor or non-existent physical education, (c) the perceived need to increase time for "academic subjects," (d) physical education classes and programs are viewed as glorified recesses, and (e) outcomes for students of physical education that are problematic and questionable. These are common problems that lead to the deterioration of physical education programs. Finally, another mentality that is a common downfall of physical education is that there are many teachers that are content to teach physical education by "rolling the ball out" and not providing any valuable instruction. Wilcox (1987) cited the need to eliminate these "non-teaching" physical educators as they do not motivate the students into enjoyable physical education experiences.

In a study done by Scantling, Strand, Lackey, and McAleese (1995), the number one reason that students representing three states did not take elective physical education was that other classes were more important. The second most common reason was that the students did not like physical education. Although they found that students did not like physical education, the data did not indicate the reasons for this dislike of physical education. It is very apparent that many physical education programs are struggling to create experiences that will help students and parents to recognize the benefits of physical education and thus develop and maintain a healthy impression of the subject. Having negative views or impressions of physical education does not justify the need for physical education nor does it attract support from the administration and community. Yet, the
negative views and impressions do suggest there is a need for further research in the area of physical education and that examination of physical education programs should occur to work towards their improvement.

**Positive Attributes of Physical Education Programs**

According to Blair and Connelly (1996), inactive adults are more likely to die at an earlier age than adults who are at least somewhat active. Other benefits of a physically active lifestyle addressed in the literature were improved academic performance, self-concept, mood, and mental health as well as a general improvement in quality of life. According to the Surgeon General's report, "Physical Activity and Health" (1996), cardiovascular risk factors, obesity, risk of colon cancer, anxiety, and hypertension are all areas that have been known to decrease with participation in physical activity. Therefore, if physical educators could determine the factors necessary to motivate students to lead an active lifestyle, they could alter their curriculum to promote student health.

According to Weick (1975), planning physical education programs to address student needs seemed to be an important facet of curriculum development. If physical education were to be responsive to student needs and reflect the culture in which it was practiced, the determination of interests, preferences, and needs of students in physical education must be an ongoing process (Strand & Scantling, 1994). As Rice (1988) points out, teachers and administrators must not be resistant to changing the curriculum to meet the needs and interests of students. It is also important to determine the factors that allow students to enjoy physical education classes if educators want to encourage continued participation. Many believe that there needs to be something gained to participate in an activity. Research indicates that people have rarely chosen to persist in any kind of
activity unless the activity was accompanied by some type of personal reward, benefit, or incentive (Fox & Biddle, 1988). Therefore, the ability to recognize how educators might produce some form of benefit should be directed by what the students were interested in and why.

Many common benefits of physical education have been addressed in the literature. Students often associate these benefits with reasons to enroll in physical education classes. The impact of having fun on activities, enjoyment and pleasure, and health related aspects are common benefits that are associated with participation in and teaching of physical education. There are important benefits that result from providing classes that address student interests. Griffin, Chandler, and Sariscsany (1993) claim that many physical educators emphasize that students should have fun in physical education because they believe that pleasant or rewarding experiences are more likely to be repeated than negative ones. They also found that fun was responsible for encouraging students to do something over and over again. In addition, fun created an open atmosphere that elicited fewer pressures and fears. In a study done by Weick (1975), students in five out of the seven colleges at one university ranked “having fun” as highest in importance of primary characteristics of physical education classes. Fun and enjoyment are both effective means to promote participation in physical education.

According to Tannehill and Zakajsek (1993, p. 82-83),

If it is true that young people are more likely to participate now and in the future if they enjoy their experiences, then we would encourage physical education teachers to include enjoyment in their planning. We are not suggesting that fun, in and of itself, is an adequate goal for physical education, but if fun is a motivation for participation, then it would be in our best interest to determine how to make learning in physical education more enjoyable.
Common Preferences and Reasons for Taking Physical Education Classes

The major focus of this study is to address the factors that led to student self-selection of physical education activity classes. There are many reasons that a student may be drawn to take a certain physical education class or to the subject of physical education in general. The following section focuses on previous studies that have recognized preferences in physical education, reasons for taking physical education, and how people continue to associate fun and enjoyment with physical activity.

A study conducted by Tannehill, Romar, O'Sullivan, England, and Rosenberg (1994) examined the attitudes of students and their parents toward the physical education programs in which they were involved. When asked to explain their perceptions of what physical education should do or provide, teaching team sport skills (71%) was stated as being the important focus. This was followed by how to play team sports (70%) and improving fitness (68%). The same study also examined responses to the two most and least important affective outcomes of physical education. Students indicated that fun and enjoyment (49%) and teamwork (39%) (which included being a member of a group, belonging, cooperating, sharing, and getting along) were most valued. Competing against other students was considered to be the least important focus (45%) by these students.

A multicultural study was completed by Tannehill and Zakrajsek (1993) that examined three urban community physical education programs known to have high minority student populations. Of the African American youth, 80% favored learning to play team sports. “Being with friends” was a reason for liking physical education by 75%
of the Anglo-American youth, while 73% of Hispanic American students were motivated by "becoming more fit."

Hastie (1992) conducted a study that found the three most frequently selected reasons to participate in an activity were that something was new, exciting, or fun. Health and fitness, enjoyment and commitment to participation, and social skills were the top goals according to Griffin et al. (1993). Having fun, getting regular exercise, and keeping in good health and physical condition were most important as reported by Avery & Lumpkin (1987). Rice (1988) found that students seemed to transfer their reasons for participating in physical activity from high school into colleges or universities with little change. Here, the three most popular reasons were fun, health and fitness, and general well being.

Overall, there are many reasons that students become interested in taking physical education classes. The research findings represented above address similar content areas revolving around the general themes of fun, health benefits, development of skills, and getting exercise. All of these themes were common reasons that students either liked or selected physical education activities.

Outdoor Pursuit Classes in Physical Education

Over the last fifteen years, an increasing number of schools and institutions have begun implementing activities associated with adventure and outdoor pursuit activities in conjunction with their regular physical education activity programs (Sparks, 1982). Sparks recognized that nearly two decades ago. It is evident that the increase in the number of schools utilizing adventure and outdoor pursuit activities is still on the rise based on implementation recognized by Lund (1993) and O'Donnell (1997). Each of
these individuals reported the decisions by schools to implement adventure or outdoor pursuit activities into their physical education course.

There are many reasons why schools have begun to incorporate adventure and outdoor pursuit activities into their physical education programs. According to Lund (1993, p. 98), "Some schools have sought to downplay sports and competition in favor of activities that promote cooperative learning experiences that students can pursue throughout their lives." Lund also mentioned the benefits that adventure education, including outdoor pursuit activities, provides. Some of these benefits are: the increase in self-confidence and self-esteem based upon the meeting of challenges that are associated with anxiety and stress; the opportunities to integrate other curricular areas, such as a geography lesson, into an outdoor pursuit activity, such as orienteering; and the indirect lesson that teaches students to respect the environment. O'Donnell (1997) recognized that the activities found in outdoor pursuits taught the students to achieve personal goals through the establishment of a supportive, encouraging environment.

Outward Bound is a program that conducts courses in remote wilderness areas that are highly strenuous and physically and mentally challenging (Green & Thompson, 1990). The wilderness acts as the classroom and provides the participants opportunities to develop self-confidence, concern for others, and self-awareness, as well as sensitivity to the environment. Dick Prouty (1990) explained that a 1971 grant entitled Project Adventure first brought the Outward Bound experience into the traditional school. Bob Lentz, the first director of Project Adventure had found a curriculum that helped students become more alive, alert, and responsible within the school. Since then, many schools,
programs, and institutions have implemented adventure programs into their curriculum using Project Adventure as a model.

According to Sparks (1982, p. 21), Kurt Hahn, the founder of Outward Bound, "took great pains to insure that his students faced challenge with support; experienced danger with trust. His athletic activities were designed to be within reach of untrained students yet implemented so as to help all students reach standards good enough to yield self-respect." It is in this spirit of challenge, trust, and adventure, that outdoor pursuit activities have been utilized to be a powerful and positive educational tool that can enhance the physical education curriculum through excitement and adventure.

Considering that there has been an increase in outdoor pursuit offerings and course implementation, the factors that contribute to the student self-selection of these activities can be of interest to teachers and administrators developing physical education courses. The possibility that this growing interest may be a trend influenced the selection of outdoor pursuit activity classes as one of the two categories examined in this study.

Summary

In summary, the literature that was reviewed addressed factors relevant to the types of studies previously done, the analysis of public and student perceptions of physical education, the different types of benefits from activity, and common factors that lead to student interest and enrollment into specific physical education classes. All of these factors recognize key components in increasing the effectiveness of physical education programs. Understanding the public's view, the students' interests, and the actual benefits of physical education will justify programs and will enable improvement of existing courses to better suit the needs of the students. The resources and findings
examined also assisted the researcher with the development of the questions and procedures utilized in this research study.
CHAPTER III

METHODS

Introduction

A qualitative approach was chosen for this study to obtain detailed information from each participant. The open-ended nature of the interview questions was used to seek specific information based on each individual participant. The purpose of this study was to examine factors involved in the University of Wisconsin-La Crosse students' decisions to select enrollment into two specific categories of physical education activity classes, sport and outdoor pursuit. Findings during the data collection helped guide understanding towards the reasons why students selected activities. These findings allowed the researcher to analyze patterns and develop themes pertaining to the factors considered when choosing activity classes.

Participant Selection

Twenty-four college students enrolled in either sport or outdoor pursuit classes volunteered to take part in this research study. Twelve participants would represent each category, sport or outdoor pursuit. The process for obtaining the participants consisted first of selection of sport classes and outdoor pursuit classes that were offered during the first seven weeks of the semester. The sport activity classes selected were power volleyball, volleyball, and bowling. Outdoor pursuit classes included
indoor rock climbing, snowshoeing, and cross-country skiing. The classes were selected based on availability and convenience.

Once the classes were selected and arrangements were made with the instructor of the classes, the researcher visited each selected activity class and asked for a male and female volunteer. Soliciting of volunteers occurred during the first week of classes for seven-week long or semester long classes. For weekend classes such as snowshoeing and cross-country skiing, the selection occurred the first day of class prior to the weekend excursion. The first male and female from each class that voluntarily approached the researcher were used for the study.

At the beginning or end of the class, depending on the preference of the instructor of the class, the researcher explained that the interview would last approximately twenty minutes. The basic intentions of the study and an explanation that the interview would be audio-taped were discussed with the participants. Male and female volunteers were selected and their names with phone numbers were recorded. Dates were then set within the next few days to conduct the interviews. This process was repeated at the beginning of the second seven weeks of the semester when new activity classes began. The new activity classes selected were golf and tennis for organized sport activity classes and indoor rock climbing and backpacking for outdoor pursuit classes.

A total of 24 participants were selected to be interviewed over the semester. Two participants did not show for the scheduled interview leaving the participants interviewed at 22 (n = 22), (see Appendix A). Eleven participants (females, n = 5; males, n = 6) represented sport activity classes and another eleven participants (females, n = 6; males, n = 5) represented outdoor pursuit classes.
Data Collection Procedures

Prior to the actual collection of data, a pilot study was performed with a student enrolled in an outdoor pursuit activity class. The purpose of this pilot study was to address the wording of the questions asked, to check for clarity, and to give the researcher an idea of some of the possible responses that might occur. After reviewing the pilot study, which had been audio-taped, changes were made in the order and wording of the questions. This occurred with help from the researcher's thesis committee. At this point, six questions were revised and used for the interviews (see Appendix B).

The participants for the study were selected and a time and location to meet for the interview was determined. The times varied from participant to participant, but the meeting point for all of the interviews took place in front of the Pizza Hut located within the Cartwright Center on the University of Wisconsin-La Crosse campus. The participant and researcher then relocated to the second floor of the Cartwright Center in the open space above the eating area to conduct the interviews.

The researcher conducted introductions with each subject. The participants were then instructed to read the informed consent form (see Appendix C), and if questions arose, the researcher clarified. If no problems or questions were addressed, the participants signed the informed consent statement and the researcher placed it on file. Final explanations of the study were given and then the interview began.

Collection of Data

The purpose of the qualitative research interview has been depicted as the description and interpretation of themes in the participants' lived world (Kvale, 1996).
Both description and interpretation of themes by the participants were valuable to this study. The description the participants gave explained what their reasons for taking the class were, while the interpretation explained their perceptions and views of how they based their decisions.

The first procedure of the interview involved setting a comfortable atmosphere. The researcher worked to establish rapport by talking with each participant about school and their background. This occurred prior to the beginning of the official audio-taped interview. Once the interview officially began, introductions were furthered by having each participant give their name, age, gender, year in school, academic program, and the name of the class they were participating in. The researcher then turned the discussion towards past experiences, if any existed, with other activity classes taken at the university level. Questions focused around what the classes were and what factors influenced the participants to take them. This line of questioning also aided the researcher in obtaining information about the participants' experience levels as well as their interests.

The flow and sequence of the interview was dependent on the participants' responses to questions as well as the researcher's understanding of the participants' responses. The interpretations of the participants' comfort levels at the time of questioning also influenced flow and sequence. The next line of questioning revolved around gathering detailed information from the participant regarding the present class in which they were enrolled. Factors contributing to their reasons for taking the class, their expectations of the class, how they plan to use the class, and similar themes about the specific class were discussed. This area of questioning was the most important and most relevant to the study because it reflected the primary purpose of the study. Once the
researcher had a clear understanding of the important factors involved with the participant's decision to take the current class, further questions were directed towards future interests and plans for taking other activity classes. A final question allowed the students to reiterate the factors that contributed to the selection of their current activity class and rank order the factors from most important to least important. After the researcher felt that the content and data obtained were clear, closure occurred by giving the participants opportunities to summarize or add any other relevant information.

Data Analysis

The ultimate goal of qualitative research is to make general statements about the relationships among categories by discovering patterns in the data (McMillan & Schumacher, 1997). Patterns are the basic relationships between the themes; grounded theory assists with the recognition of these themes. In grounded theory, elements of theory are generated by comparative analysis (Sage, 1989). Sage continues, stating themes, properties of themes, and relations between the properties emerge from the social reality under study. The hypothesis is the ending point rather than the starting point of the research. Grounded theory is "grounded" in that it is developed from the data (McMillan & Schumacher, 1997). The analysis of this data was based on grounded theory and concept analysis. Concept analysis, according to McMillan and Schumacher, was explained as identification and description of the relationship of themes to other themes. This research study was formed and developed as a process and result of the interviews. As the data were established, the beginning awareness by the researcher occurred regarding the establishment of patterns, themes, and sub-themes.
This study was based around the six steps of analysis according to Kvale (1996). However, the steps were modified to work best for this study. The first two steps involve collection of the data while the remaining four steps deal with analyzing the data. The fifth and sixth stages, which consist of generalizing and re-testing were not applicable to this study.

After collection of the data, the audio-tape recordings taken during the interview were transcribed. At this point during data analysis, words and phrases began to form patterns and themes. The researcher sorted and categorized the different themes and sub-themes that were observed. Recognizing the patterns and establishing themes pertains directly to the grounded theory model. The interpretation of the results was based on an ad hoc meaning generation. According to Kvale (1996), ad hoc meaning generation, which is a combination of several interpretation methods, allows for great flexibility depending on what the researcher wanted to do with the research findings. The flexible method of ad hoc meaning generation was used to organize the data through the highlighting process and use of grounded theory as well. This allowed for a combination of interpretation methods in which the researcher was able to utilize the most appropriate methods of analysis.

Summary

Twenty-two college students from the University of Wisconsin-La Crosse participated in this study. A selection process occurred that attempted to represent several activity classes offered in both sport and outdoor pursuit classes. The first male and female that approached the researcher about volunteering for the study were selected. The
process involved in acquiring the participants allowed the sample to be representative of both, males and females as well as participants from several different classes.

The interview process itself consisted of a pilot study, student volunteers, an informed consent statement, and questions regarding the participant's past, present, and future experiences and involvement with participation of college activity classes. The main focus of the interview was on the participant's currently enrolled activity class. However, previous class experiences and classes that the students would be interested in taking in the future were also examined for reference factors. Interviews lasted approximately twenty minutes and each interview was audio-taped.

Data analysis was conducted to establish patterns, themes, and sub-themes. Several techniques were used throughout the forming and execution of data analysis. Content analysis, grounded theory, and ad hoc meaning generation were among the most substantial methods of data analysis. As a result of the data analysis, patterns, themes and sub-themes relating to the factors that led to the student's decisions to enroll in certain classes were established.
CHAPTER IV
RESULTS AND DISCUSSION

Introduction

The format of the interviews focused on students' past, present, and future activity experiences. As the six primary questions of the interview were asked, the specific themes of social influences, scheduling, competition, and overall familiarity with the activity were addressed. Each of the themes was discussed and all of the information was applied to the students' decisions to select the particular activities. With the present activity they were participating in weighted most heavily, further questioning occurred to receive more specific information about activity preferences. Similar contributing factors and themes emerged from the interviews regardless of the nature of the activity. Yet, how each participant prioritized the factors and themes was different. Sub-themes also emerged from the interviews and were typically more specific to the individual participants.

General themes that came up in all of the interviews will be commented on during the discussion of collected data. These themes will be followed by the factors more specific to either sport or outdoor pursuit activity classes. Quotes from the participants will be used to offer specific examples of how certain themes and sub-themes were viewed and prioritized. Several factors that arose that were not original areas of discussion will also be addressed.
Results

General Themes

As previously stated, several themes were evident in examination of the interviews. One major theme that emerged in nearly all of the interviews was the concept of having fun. Many of the participants reported taking their respective activity class based on some relationship between participating in the activity and having fun. Having fun in general was a common interest, but what the fun was based on varied from participant to participant. Some related fun to spending time with friends or for social reasons. Others associated the importance of having fun from the perspectives of participating in an activity that is familiar to them or participating in an activity that is completely new to them. Some participants thought it would be “cool” to get credit for a class where they would be able to have fun at the same time. Regardless of what the fun was associated with, the theme of fun was a common contributing factor in why many people enrolled in certain classes. The themes of social influences, familiarity, and novelty, which were evident within the theme of fun, will be discussed in further detail later.

When asked to prioritize the factors that contributed to the students’ enrollment into their current activity class, 14 out of the 22 participants (64%) stated some connection with fun as their first or second influencing factor (see Figure 1). This complements the findings by Weick (1975) who found students in five out of the seven colleges at one university ranked “having fun” as highest in importance. The following are examples of some of the participants’ connection to having fun and how having fun influenced their decision to enroll in the activity.
Figure 1. Students' Rank Order of Factors Influencing Their Decision to Enroll in Their Activity Class

<table>
<thead>
<tr>
<th>PARTICIPANT</th>
<th>SEX</th>
<th>CLASS</th>
<th>#1 REASON</th>
<th>#2 REASON</th>
<th>#3 REASON</th>
<th>#4 REASON</th>
<th>#5 REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>F</td>
<td>Power Volleyball</td>
<td>Love and enjoyment of activity / Familiarity</td>
<td>Improve skills</td>
<td>Social</td>
<td>Fitness</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>Power Volleyball</td>
<td>Non-traditional classroom environment / Break in the day</td>
<td>Enjoyment</td>
<td>Improve skills</td>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>Volleyball</td>
<td>Social</td>
<td>Likes activity / Familiarity</td>
<td>Improve skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>Bowling</td>
<td>Fun class / Familiarity</td>
<td>Improve skills</td>
<td>Scheduling</td>
<td>Non-traditional classroom environment / outside factor</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>F</td>
<td>Tennis</td>
<td>Improve skills</td>
<td>Novelty</td>
<td>Social</td>
<td>Non-traditional classroom environment / outside factor</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>Bowling</td>
<td>Improve skills</td>
<td>Increase success (improve skills)</td>
<td>Fitness</td>
<td>Competitive nature</td>
<td>Interest in activity / fun</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>Power Volleyball</td>
<td>Non-traditional classroom environment / break-stress relief</td>
<td>Social</td>
<td>Improve skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>M</td>
<td>Power Volleyball</td>
<td>Improve skills</td>
<td>Fun</td>
<td>Fitness</td>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>M</td>
<td>Volleyball</td>
<td>Fun and enjoyment of activity / relax / non-traditional classroom environment</td>
<td>Scheduling</td>
<td>Familiarity</td>
<td>Improve skills</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>M</td>
<td>Golf</td>
<td>Love and enjoyment of activity / Familiarity</td>
<td>Improve skills</td>
<td>Scheduling</td>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>M</td>
<td>Tennis</td>
<td>Fun / Familiarity</td>
<td>Non-traditional classroom environment = to get outdoors</td>
<td>Social</td>
<td>Competition</td>
<td>Improve skills</td>
</tr>
</tbody>
</table>
Figure 1 Continued. Students' Rank Order of Factors Influencing Their Decision to Enroll in Their Activity Class

<table>
<thead>
<tr>
<th>PARTICIPANT</th>
<th>SEX</th>
<th>CLASS</th>
<th>#1 REASON</th>
<th>#2 REASON</th>
<th>#3 REASON</th>
<th>#4 REASON</th>
<th>#5 REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>F</td>
<td>Rock Climbing</td>
<td>Fitness</td>
<td>Challenge</td>
<td>Scheduling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>F</td>
<td>Snowshoeing/Winter Backpacking</td>
<td>Fun</td>
<td>Interest and familiarity of activity</td>
<td>Social</td>
<td>Improve skills</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>F</td>
<td>X-Country Skiing/Winter Backpacking</td>
<td>Fun / familiarity</td>
<td>Non-traditional classroom environment / to get away</td>
<td>Social</td>
<td>Just for the experience</td>
<td>Improve skills</td>
</tr>
<tr>
<td>16</td>
<td>F</td>
<td>Rock Climbing</td>
<td>Familiarity and enjoyment</td>
<td>Improve Skills</td>
<td>Scheduling / Non-traditional classroom environment / break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>F</td>
<td>Backpacking</td>
<td>Being outdoors</td>
<td>Improve Skills</td>
<td>Social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>F</td>
<td>Backpacking</td>
<td>Fun and enjoyment</td>
<td>Social</td>
<td>Being outdoors</td>
<td>Improve skills</td>
<td>Challenge</td>
</tr>
<tr>
<td>9</td>
<td>M</td>
<td>Rock Climbing</td>
<td>Recommended class to take</td>
<td>Novelty</td>
<td>Credit</td>
<td>Improve skills</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>M</td>
<td>Snowshoeing/Winter Backpacking</td>
<td>Novelty / new skill activity</td>
<td>Improve skills</td>
<td>Social</td>
<td>Fun</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>X-Country Skiing/Winter Backpacking</td>
<td>Fun</td>
<td>Scheduling</td>
<td>Novelty</td>
<td>Non-traditional classroom environment / outdoor</td>
<td>Social</td>
</tr>
<tr>
<td>15</td>
<td>M</td>
<td>Rock Climbing</td>
<td>Credit</td>
<td>Social</td>
<td>Risk/Adventure</td>
<td>Improve skills</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>M</td>
<td>Backpacking</td>
<td>Fun and enjoyment / familiarity</td>
<td>To get away / break / being outdoors</td>
<td>Cost</td>
<td>Scheduling</td>
<td>Improve skills</td>
</tr>
</tbody>
</table>
Most importantly, I thought it would be a fun class.
(Participant #6, a female junior, enrolled in bowling)

It's more of an enjoyment thing why I take it. I just want to have fun and enjoy it.
(Participant #7, a male junior, enrolled in power volleyball)

You get to do something fun and you get a credit for it.
(Participant #9, a male sophomore, enrolled in indoor rock climbing)

The first reason that I chose to do it was that I had experience with it and I thought it would be fun to go out and do it and have some learning in it.
(Participant #14, a female sophomore, enrolled in cross-country skiing)

To get something not so intense and just have fun with it.
(Participant #18, a male sophomore, enrolled in tennis)

The connections to fun are observable within the above quotes and are basic in principle as the participants were simply seeking a fun activity.

Many of the participants stated that they were already familiar with the activity they were taking and due to this familiarity, knew that they would either like it or enjoy it. Nine out of the 22 students (41%) mentioned that one of their two most significant factors was that they were familiar with the activity (see Figure 1). This prior familiarity also provided the knowledge that it would be a fun class for them. The concept of familiarity is tied into the theme of having fun, but it is one sub-theme that received specific attention from several participants of its own accord. These participants reported having experience in the activity that they were participating in; whether it was from competing in high school athletics, extra-curricular leagues, or perhaps something that they did with their family growing up. The most evident point was that the participants were familiar with the activity and that it influenced their decision to enroll in a particular class. Examples of the sub-theme of familiarity are listed below.
I've always been playing volleyball, I played volleyball since I was in the seventh grade... all through high school I played on the team, and then I played on a club volleyball team.

(Participant #1, a female freshman taking power volleyball)

Bowling is something I've always done as a recreational activity. I used to be involved in some college leagues... for students only. So, I thought I would take something that I had interest in and that would be fun.

(Participant #2, a male junior taking bowling)

We tried out rock climbing in HPR 105 and I enjoyed it a lot and thought it was a lot of fun.

(Participant #8, a female freshman taking indoor rock climbing)

I took rock climbing because I have had rock climbing before and I enjoy rock climbing. There are so many opportunities around the La Crosse area that you can rock climb, so I would really like to get more involved in it.

(Participant #16, a female freshman taking indoor rock climbing)

For a variety of reasons, many of the participants reported previous experience with an activity and that familiarity contributed to their decision to sign up for that class.

Another area of having fun that many participants reported to be a contributing factor was that of social influences. According to Tannehill and Zakrajsek (1993), they found that “being with friends” was a very important factor in why students like physical education. Social interaction was found to be important in this study as well. Four out of the 22 participants (18%) mentioned social influences as one of their two primary factors influencing their decision to enroll in an activity class (see Figure 1). However, 12 other participants had at one point mentioned that social factors were important, even though they were not the primary factor. Therefore, 16 of the 22 participants (73%) recognized social influences as a factor.

It was assumed prior to the data collection that knowing people in certain classes would be a major factor contributing to the students’ enrollment into particular activities. This factor of knowing people was mentioned by several of the participants. Yet, not
knowing people was also reported, expressing hope that the participant might be able to meet people because of the activity class.

For many participants, knowing people provided a sense of security when participating in an activity. For others, it was not so much a security device, but an intentional time for the participant to share in a fun experience with a friend. Often when people did not know anyone else in the class, they had hopes of meeting people that might share something in common with them or perhaps network for other additional activities and experiences. The following quotes are examples of the different factors students recognized pertaining to social influences.

My friend and I signed up together. We were looking at them (the activity classes) together, we wanted something that was going to be fun, so we just picked it together. (Participant #14, female sophomore enrolled in cross-country skiing)

My friends are not really outdoors people and I can’t exactly get them to go camping with me, so the next reason was to meet new people and get some outdoor friends. (Participant #11, a female senior enrolled in snowshoeing)

We have to take turns hitting into the nets and stuff. You talk a little more, you meet more people, and you do find out if the person likes to play basketball or something like that. So, maybe you can find someone to go to the rec. and shoot around or something... You go into class and try to match up with someone that is probably the same ability as you are so you might be able to go out and golf with them. Like I said, there were probably two or three people from my class last year that I went out and played with. (Participant #17, a male junior enrolled in golf)

In the class we get into different groups and that leads to meeting new people. I knew one person, we signed up together and then I met someone there that I already knew. But other than that, everyone was new. We were both actually looking at all of the activities to see if there were any we could take together and bowling just worked for both of us and we were both interested in it and we thought it would be a fun way to have a nice, easier way to get a credit. (Participant #6, a female junior enrolled in bowling)
This is the first one that I've taken with somebody that I knew. I don't think it is necessary, I've had a blast in all of my other classes and I didn't know anybody. I think that pretty much all of the people that take classes like this are the same in many ways, they're much of the same, they often come from different backgrounds, but obviously you share something in common and can relate. (Participant #20, a 20 year old female enrolled in backpacking)

There were numerous other comments from the participants about social influences, but the ones cited represent some of the common themes. Social influences did play an important part for the majority of the participants' decisions to enroll in particular activity classes. Whether to take the class with a friend or to meet new people, social interactions and associations with people factored highly throughout the interviews.

Having fun was also connected with novel activities or activities associated with competition. These areas will be discussed later under the topics of novelty and competition.

Another main theme that was discussed in each interview was that of scheduling. Scheduling did play an important role in several of the participants' decisions to participate in certain activities. While only three out of the 22 participants (14%) identified that scheduling as one of the two primary factors, eight total participants had mentioned scheduling as a factor (see Figure 1). A few participants mentioned that they wanted to take certain classes but either the class had the maximum number of people enrolled or the class did not fit into their schedule. Some mentioned that they scheduled their activity class first and then scheduled in their core requirements. Other participants reported that they scheduled their activity class to act as a break in the day to either give them new energy or maximize their time to ensure that they would get some form of exercise in their day. Lastly, for some, scheduling was not an issue in their decision to
take the class because “it just fit.” The following are several examples of scheduling comments.

I really wanted to get into a scuba class instead of bowling class, but it was already full.
(Participant #2, a male junior taking bowling)

Actually, I think there were a few aerobics classes that I looked at, but they conflicted with my one of my labs.
(Participant #3, a female junior taking power volleyball)

I will specifically schedule classes around my power volleyball class.
(Participant #7, a male junior taking power volleyball)

Yes, I think I would be able to find time to be active in my day. It might be later in the day, after I work or something but I would be tired and sometimes you don’t want to do anything. Having a scheduled time in the middle of the day, though, makes it a lot easier to go do it.
(Participant #10, a male sophomore taking volleyball)

As a student, you kind of just want to get a credit as easily as possible and if you can get it in a couple of days [referring to a weekend rock climbing class], that would be good. But I think you would definitely get more experience and information over a seven-week period, but I don’t know which one is better.
(Participant #8, a female freshman taking indoor rock climbing)

As stated, scheduling had varying degrees of importance for many of the students.

Scheduling appeared to be situational; participants who once complained of schedule conflicts later said it was not a big deal.

A factor that was found to be of equal importance for both sport and outdoor pursuit classes was that of taking the classes to improve skills. Ten of the 22 participants (45%) mentioned that they wanted to improve skills and reported it as one of their two primary factors (see Figure 1). Some of the participants already knew of individual weaknesses in certain aspects of an activity that they wanted to focus on and work towards improving. Other participants wanted to gain overall improvement or become
more efficient and proficient with the activity they were taking. It did seem that specific areas of focus were more apparent for some participants while more general goals for improvement were common for others. Yet, the overall concept or theme of improving skills was apparent for all of these participants. The following statements address the specifics on what the participants wanted to improve.

I hopefully will be able to improve my technique and I know that I'm not always consistent when I bowl, the way I place the ball, I'd like to just basically get my technique a little better and improve my average score.
(Participant #2, a male junior taking bowling)

It's more just to get better at volleyball and learning how the game works. Because we have only had one class and they have already gotten into setters and spikers and formations and I wasn't aware of any of that.
(Participant #10, a male sophomore taking volleyball)

For winter camping, just honing my skills, setting up faster, possibly setting up snowcaves and shelters if we can, because that would be a big help.
(Participant #12, a male senior in the snowshoeing/winter camping class)

I wish to become certified in belaying. I want to learn how to climb differently, doing crack climbing, and all kinds of different things, and just trying to overcome that height level and just going for it.
(Participant #16, a freshman female taking indoor rock climbing)

I just want to learn the basic techniques of tennis and be able to get it over more than two times.
(Participant #19, a female senior taking tennis)

For the most part, participants recognized some particular goal area that they wanted to improve. Whether it was a primary factor or just a benefit from taking the class, it was evident that these participants wanted to improve some skill.

The last general theme that was discussed that was not specific to the type of activity class was that of cost. Cost was not discussed in every interview, but when it was mentioned, it was discussed further. Only one participant referred to the cost of the class when ranking the factors, however, several other participants had discussed the topic...
within the interview. Certain participants referred to the cost of the class, the equipment necessary to participate, or the transportation that would be required to get to and from the class. Cost seemed to have influenced the decisions of a few participants not to participate in certain activities due to their inability to afford it. For others, it was noted that they were excited that they could participate in an activity that would normally cost them more money in public, and therefore selected the activity because they thought it was practically free. The following are several concerns about cost.

I’m not sure what the course fee was, but I would be able to bowl a couple times a week and it wouldn’t cost me anything.
(Participant #2, a male junior participating in bowling)

But those tend to be a little more spendy and I can’t afford to take those or at least not yet. So price does play a part in it too.
(Participant #6, a female junior participating in bowling)

I was thinking about the roller hockey, but I would have to buy new skates. With new skates, I would have to get new wheels and I would definitely have to get them re-tuned and that would cost probably $75...But like the snowboarding class you have to pay $75 additional, I mean it’s for the lift tickets and all, but if you think of the Thursday night deals with $11 tickets, you can almost get out as much.
(Participant #7, a male junior taking power volleyball)

My buddies and I were going to take roller hockey, but it was like a $70 rink fee. $70 is a lot for college students, and I don’t have a job, so $70 is a lot of money just to take a class. But if it is low enough, like $20 or something like that, I’m sure I would take it.
(Participant #18, a male sophomore in the tennis class)

There are a lot of things in there that I’ve done before that I have no interest in paying money for. For a class like snowboarding, I’ve snowboarded before, it would be nice to take the class, but they do get pricey, very pricey, a lot of them you have to drive there everyday and then get home and it just gets to be a big pain. So, maybe if I had the money.
(Participant #22, a male junior taking backpacking)
There are several examples of different issues students brought up dealing with the costs of the class or the costs associated with taking classes. It did seem that even though the participants addressed the cost factor, there were enough classes available that they could find one that they could afford and still met their needs. It appears that for several participants cost was an issue of concern that acted as a factor to be considered when enrolling in a class.

The issues of having fun, being familiar with an activity, social influences, scheduling, and costs were all themes that were discussed, but had no specific tie to either sport or outdoor pursuit classes. These were areas that were common to the participants interviewed and based solely on taking activity classes in general and not on what type of activity class that was taken.

Themes Relative to Specific Type of Activity

There were two major types of activities that were looked at, sport and outdoor pursuit. Although there was some overlap from topic to topic relative to each type of activity, general patterns did exist that were specific to either sport or outdoor pursuit classes.

Sport Activity Classes

Sport activities were usually familiar experiences for the participants taking them. The theme of familiarity that has been already discussed came up often with these activities. Familiarity with the activities usually meant that the students were either active in some form of league or through high school organized competition. Specific skill improvement appeared to be a factor for those that had been involved in competitive
settings while general improvement was more common for those looking to have fun recreationally. Social influences varied, as stated earlier, from those taking classes with people they knew to those trying to meet people through the class. A few participants mentioned that staying in shape as a result of participating in an organized sport was important. Participation allowed them to be active and it also gave them a break in their day. Some participants commented on the competitive attraction that the sport activity offered. A few participants declared that competition was not a factor in their decision to take the class but noted that it was an additional bonus. This finding is similar to a study conducted by Tannehill et al. (1994), which recognized that competing against other students was considered to be the least important focus by the students in the study. However, some participants did report that competition was an attractive factor. The following themes found in sport activities pertaining to staying in shape and competition are listed below.

**Staying in Shape**

I just want to get back into shape and back into playing the game, because I’m just sitting around and I’m going to try out for the volleyball team next year. So I want to have a chance to get back into shape and have some fun . . . and meet some new people.
(Participant #1, a female freshman taking volleyball)

I know it’s just good to get out and do an activity even if it is something as simple as bowling, to be on your feet and be active.
(Participant #2, a male junior enrolled in bowling)

I needed something to get me off the couch.
(Participant #5, a female junior participating in volleyball)

I like just being active, so I figured that it would get me off my butt to do something.
(Participant #10, a male sophomore taking volleyball)
Competition

Yes, a lot of it has to do with the competition level. Because a lot of the people that go to the regular volleyball class don’t really know how to play volleyball and that would be kind of a slow process for me. I just knew that if I took the power volleyball class, I would be getting a bunch of people with more experience that would attack on me and I would get a better defense. Because if I went into an entry volleyball class, there wouldn’t be that much competition.

(Participant #7, a male junior taking power volleyball)

Competition was more of a fringe benefit of taking the class. It’s just a sport that you keep score and it allows you to be a bit competitive and try to beat the people that are on the same lane as you. In other classes, where there aren’t scores to be kept or somebody you have to beat, there is competition with myself to push the limits, make myself better, and self improve.

(Participant #2, a junior male in bowling)

Outdoor Pursuit Activity Classes

After analyzing the response of students in outdoor pursuit classes, unique patterns emerged that were different from those observed in sport classes. It was typical for these outdoor pursuit activities to be newer experiences and less familiar to the participants than the sport activities. Even though several participants reported having previous experience in the outdoor pursuit activity, the depth of their experience was usually not as thorough as was seen in the sport classes. Thus, the theme of novelty or participating in newer activities for the participants emerged from the data.

Concept of Novelty

Just to kind of get away from some of the things I’ve already been doing, and then I see something like fly-fishing, and I think awesome, I’ve never done that and that would be real cool. The top priority for me taking rock climbing was probably learning something new and interesting.

(Participant #8, a freshman female taking indoor rock climbing)

I like to stay away from the activities that I already know about. Pretty much all of the classes that I would be interested in would be classes that I don’t know that much about and that I would want to get to know more about them.

( Participant #12, a senior male enrolled in snowshoeing/winter camping)
I look at some of them [activity classes], I don’t mean they are a waste of time, but I’ve done those before and there are so many other things that I haven’t done, so I would like something new.  
(Participant #13, a female sophomore enrolled in cross-country skiing)

Specific things you have to do in gym from kindergarten to your senior year in high school, you’ve been there, you’ve done that, and if you don’t play the sport or haven’t played the sport, then I don’t have an attraction to it. Whereas rock climbing, canoeing, kayaking, I took a class on that my senior year and I loved all of that stuff. So, I am more interested in the different types of sports now than just your more typical sports.  
(Participant #16, a female freshman taking indoor rock climbing)

The social influences were consistent with those found in sport classes where several participants enrolled in classes because they knew someone in the class. However, unlike the sport classes, participants’ referred to the attraction towards a particular personality type believed to be common to the students taking outdoor pursuit activity classes.

**Social Influences**

I like the people that take these classes because of the similar interests and having something in common. If you want to stereotype people you can stereotype people, I mean outdoor people are a lot different. They are a lot more laid back, they are cool to hang out with. I like that and they are more open with you.  
(Participant #12, a senior male taking snowshoeing/winter camping)

I did figure there would be cool people in backpacking. Just because everyone I’ve ever camped with or have gone hiking with have been all good guys or girls and it seemed like a good opportunity to meet some cool people.  
(Participant #22, a male junior taking backpacking)

The notion of being outdoors or taking classes to “get away” were common factors among participants enrolled in outdoor pursuit classes. Several participants commented on the opportunity that taking the weekend classes allowed them to “get away” and offered a wilderness experience that other classes could not offer. This
weekend experience was highly thought of by a few participants for its lack of commitment to a weekly schedule. Others discussed that the weekend classes push students to get to know each other more intensely and in more depth due to the concentrated time of the class and close living quarters. Participants noted that the wilderness environment alone promotes closer interactions with others. Whether it was on the trail or in front of a campfire, some said the atmosphere just allows people to get to know each other better. This idea of “getting away” and out into nature was an area that several participants mentioned as a nice break from the daily grind associated with being at school. The following statements were made regarding the sub-themes involved with the influences of a weekend schedule and being in the outdoor environment.

Social Influences With Ties to Weekend Class

I guess I hope to just broaden my group of friends that have the same interests as me, getting to know more people because you are with this group of people for a whole day and a half and you really get to know them.
(Participant #14, a female sophomore taking cross-country skiing)

In a sense you are almost forced to [interact with the group on a weekend class], not forced to, but you are in such tight quarters that you almost have to open up as a result.
(Participant #13, a junior male taking cross-country skiing)

Weekend Schedule and Commitment

I think the weekend ones would be more fun because with the weekly ones you might actually have to have something ready, it’s more of a class that way instead of an adventure. It’s easier to have a lot of fun in a short period of time as compared to having a lot of fun for a long period of time or a whole semester.
(Participant #13, a junior male taking cross-country skiing)

It wasn’t a large part of it [scheduling], but it helps that it makes my schedule lighter by only having it that one weekend.
(Participant #22, a male junior taking backpacking)
Outdoor Environment

There is definitely an outdoor attraction and I want to keep doing things outdoors . . . the quietness, a lot of that. The ability for complete sanity for me. I can just sit out there and not listen to somebody else’s apartment like banging, listening to their music just rattling my walls. Ever since I was little we’ve gone. And being outdoors, it gave a lot for me.
(Participant #14, a female freshman taking cross-country skiing)

It’s just being in a different atmosphere where the students might be totally different than they would be in a normal classroom. I guess the environment has a lot to do with it, just like I would probably take the outdoor rock climbing class as opposed to the indoor rock climbing, basically because of the environment.
(Participant #13, a male junior taking cross-country skiing)

I like being outdoors and not just being cramped up inside a gym or whatever and doing things. I like to be outside and experience the different aspects of nature and what they can let you do.
(Participant #16, a female freshman in indoor rock climbing)

I think that I would look more into taking those kinds of classes because you get to be outside, and maybe I feel that I couldn’t do that as much on my own.
(Participant #21, a female sophomore taking backpacking)

Competition was the last sub-theme mentioned by the participants taking outdoor pursuit classes. Many of the participants stated that they knew where to find competition or could be competitive when they wanted to be, but they did not take the outdoor pursuit class to be competitive.

Competition by those in Outdoor Pursuit Activity Classes

I’m a pretty non-competitive person, I don’t want to be the one at the very end, but you know. I guess I am kind of indifferent, if it ever gets to a point where I take a class like volleyball and the people I am playing with get really competitive, then I wish I could back out and avoid it.
(Participant #13, a junior male taking cross-country skiing)

No, I don’t look for competition in my activities, because I already have enough competition in my life, I compete already.
(Participant #12, a senior male taking snowshoeing)
It wasn’t really competitive for me, because everyone was at such different levels. It was more competitive with myself, like I’m going to climb this route and make it to the top.
( Participant #5, a female junior talking about a previous climbing class she took)

It doesn’t matter if there is competition. I can be competitive when I want to be competitive. I wasn’t really keeping that in mind when deciding to take this class.
( Participant #14, a female sophomore in cross-country skiing)

Competition doesn’t really matter to me, not unless I am aiming to compete.
( Participant #16, a female freshman taking indoor rock climbing)

Many different factors, including the concept of novelty, the type of people who take outdoor pursuit classes, the influence of the weekend schedule, the outdoor environment, and issues surrounding competition were addressed by participants in the outdoor pursuit classes. The statements listed above represent a wide variety of sub-themes and additional factors contributing to student selection of outdoor pursuit classes. Analysis of the data suggested that many themes were consistently addressed but were weighed differently by each participant.

There seemed to be an interest in activities that were more non-traditional than the activities these students have previously participated in. Several participants mentioned that they had “been there, done that” with other activities and they were more interested in activities that they were not as familiar with or that there was limited access to. For some of the participants, this time in their life was noted as a time to experiment and try as many new things as possible. These “new things” included the outdoor pursuit classes in which they chose to participate.

Social interaction appeared to be a predominant factor among students enrolled in outdoor pursuit classes. Several participants mentioned that a certain type of person tends to take these outdoor classes and that this type of person is attractive to meet. Whether it
is the environment or the type of person, there is an apparent connection among the people that enroll in these classes as found from analyzing the interviews.

Through examination of the data it appeared to be more than a coincidence that the weekend classes attract a certain type of student to enroll in them. The weekend aspect was tied into the ability to experience a wilderness environment unlike that in other classes. The conditions in which people relate to each other in concentrated areas and timeframes were also attractive factors that participants discussed.

**Linking Previous Classes to Classes of Interest in the Future**

During the interview process, past classes were discussed as well as future classes that the participants would be interested in taking. Certain patterns exist for some participants pertaining to the connection between past and future classes while other participants did not demonstrate any consistent patterns. What physical education classes the participants took in the past, what classes they were taking now, and what classes they wanted to take in the future seemed purely situational for some participants. For some, the patterns appeared to revolve around classes with an outdoor pursuit or non-traditional theme. For others, patterns concerned repeating classes from their past or taking the class again in the future. Lastly, there were some participants who hoped to take as many different classes as possible and the only pattern that was found was their interest in a variety of activities.

Though no single pattern emerged for individual participants from past, to present, to future classes, there were notable similarities in the types of activities the participants mentioned for future classes (see Appendix D). Fifty-six out of the 63 (89%) classes that the participants suggested for future interest represented non-traditional
activities. Only seven traditional sport classes were mentioned. This overwhelming representation of non-traditional activities should be considered in planning future physical education course development.

Discussion

Many themes were observed from the data collected. Recognition of these themes may lead to the understanding of factors that contribute to student self-selection of activity classes and may also assist in designing and implementing future courses. Each area that was discussed has certain implications for student attraction of that activity. Considering that a wide variety of factors were addressed, offering a wide variety of classes would appear to be the most logical starting point to meet the needs and desires of all students.

The first area that was mentioned in the results was that of having fun in activity classes. This appeared to be a theme with significant importance for the participants. It was found that having fun was associated with several influencing factors. The general concept of having fun is fundamental in nature, but essential in promoting activity classes. Having fun was also associated with participant familiarity with activities and the promotion of social interaction. Recognizing the familiarity theme and how participants often seek out classes that they have had experience with suggests that a wide variety of traditional activity classes should be offered to allow those students who want to continue participation in familiar activities opportunities to do so. On another note, due to the interest in taking classes for a social experience, certain activity classes should be offered to promote student interaction and social development. These classes should offer
opportunities for students to have fun with other people, whether they enroll in the class together or they meet within the class.

Scheduling was found to be an initial factor for several students. The problems that did arise due to scheduling seemed situational and were handled by selection of another activity class. Offering different sections of the same class at different times would cater to the student’s desire to take classes at certain times or to fit an activity in at a certain time in their day. Considering that each student’s schedule fluctuates from semester to semester, it is difficult to know from this study alone whether certain scheduling tactics work better than others.

Another area of concern for several students was that of cost. Cost was initially a factor for some students, as the course fee or equipment needed was too expensive. However, like schedule conflicts, concerns of cost were also disregarded by most of the participants when they were able to enroll in another class that interested them.

Sport activity classes addressed themes of staying in shape and competition. Staying in shape through the activity class was a goal stated by several participants who wanted to “get off of the couch” and/or implement an activity into their schedule to break up their day. Certain sport and outdoor pursuit activity classes should be offered emphasizing physical activity focusing on higher levels of exercise and fitness for these students. There are classes such as aerobics and kick-boxing that already focus on keeping students in shape, however, offering sport and outdoor pursuit activities as an additional resource for staying in shape increases the variety, which attracts many students.

Several students mentioned that being competitive was a characteristic that was a part of their daily lives. Only a few students stated that they take classes to seek out
competition. It seemed that if the participants wanted to be competitive, they knew where to find these competitive activities. Offering and advertising classes that include competition will allow students the opportunity to select enrollment into them. From the data collected, it appeared that students find ways to be competitive, but they prefer the option to choose the time they want to be competitive rather than being directed into competitive situations.

For many of the participants enrolling in outdoor pursuit classes, novelty, social factors, and the outdoor environment were addressed. As previously mentioned, many students are attracted to classes that they are already familiar with based on their known enjoyment and interest in the activity. However, many students are also interested in taking classes that are brand new and/or novel to them. Learning about new activities and expanding opportunities to be active in a variety of ways was observed to be an influencing factor in many of the participant’s decision to enroll in certain classes. Outdoor pursuit classes are non-traditional by nature and participating in non-traditional activities is attractive for many students. Continuing to offer both outdoor pursuit classes and sport classes will provide choice and variety for the students who are selecting enrollment of activity classes.

Outdoor pursuit classes were thought to attract people with a certain personality type and provided an opportunity to meet people with similar interests, as well as the opportunity to spend that time away from school and in the outdoors. As mentioned with social influences, offering specific classes that promote social interaction would be advised. Several of the participants in this study assumed that the environment of an outdoor pursuit class would accommodate this social factor. This assumption can be taken into consideration when planning to meet social interaction needs.
Providing opportunities for students to get away from campus and spend time in the outdoors was a considerable factor for those selecting weekend classes. Several of the participants mentioned that once they were out in the field they had wished the weekend would not end and that it would have been nice if the classes were longer. The interest in the outdoors and sharing it with people who have common interests was a major influencing factor for those students enrolling in outdoor pursuit classes. Continuing to offer classes that the students can choose weekend, seven week, or semester long participation increases the variety and the likelihood that different student preferences will be met.

Conclusion

Through the data collection and analysis, major patterns were recognized and themes emerged. The major patterns revolved around themes relevant to both types of activity classes, themes relevant to sport classes, themes relevant to outdoor pursuit classes, and the theme found to be most notably tied to participant interest in future classes. Many of the themes that received priority were also recognized as the same themes found in the literature.

The first pattern recognized the themes that were found to be factors in student self-selection in both types of activity classes. These themes included having fun, being familiar with the activity, scheduling, and the opportunities for social interaction and improving skills. These were the main themes mentioned by the participants that factored into their self-selection of activity classes in general and not specifically to sport or outdoor pursuit classes. The themes that were found to be associated with sport classes were staying in shape and the desire for competition. Outdoor pursuit participants
mentioned the themes of novelty, the weekend schedule, opportunities for being outside, and a more specific type of social interaction found commonly among those that share a similar interest in the outdoors. The last pattern that was observed in this study was that the majority of the classes mentioned as classes of future interest by the participants were non-traditional activities.

Many of the themes discussed within the interviews overlapped each other. Often, themes that were prioritized in the current class the participants were enrolled in were not prioritized the same way in other classes they mentioned. The data provided evidence that some participants were interested in activities that were familiar to them and other participants wanted new experiences. A few of the participants stated that they would be interested in taking both activities that they were familiar with and other activities that would be new to them. The theme of enjoyment and fun was a common factor among many of the participants, but how they found their enjoyment and fun varied from individual to individual. Some of the participants noticed they found fun in familiar activities while others sought out fun in new activities. A number of participants recognized social factors as a key to enjoyment and fun. This social component could be derived from sharing an activity with a friend or by meeting new people in the activity.

Although not outlined as a predominant theme, two students stated that a factor that helped contribute to their decision to enroll in their particular class was that the class was recommended to them by friends who had previously taken the class. This recommendation factor was found to be borderline social in nature, but also deserving of its own sub-theme. Contrary to the researcher’s assumption, the nature of adventure and risk was not found to be a primary reason for the participants interviewed to enroll in a class. Although a few mentioned that at times risk was something that attracted them to
certain activities, risk did not play a primary role in the selection of their current activity class.

Through assessing the patterns of factors that participants considered when enrolling in activity classes and also comparing past, present, and future activity classes to one another, a wide variety of findings were apparent. Certain themes such as participants consistently enrolling in outdoor pursuit classes or non-traditional activities were evident. Also, a few participants took sport activity classes repeatedly. However, after analyzing all of the data collected from the interviews, no singular pattern was found comparing the past, present, and future participation in activities.

A recognizable theme that was observed from the data was that students displayed an overwhelming interest in taking non-traditional classes in the future. Through examination of the data, the researcher concluded that participants seek a wide range of activities, offered at different times, providing both familiar and novel experiences. Participants also recognized that social influences factor highly and that they seek out classes that will allow them to meet people and share the experience with people they already know for the purpose of fun and enjoyment.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine what factors were contributing to the student self-selection of sport classes as compared to outdoor pursuit classes at the University of Wisconsin-La Crosse. A qualitative research design was selected to elicit detailed information from students through the use of interviews. Interview questions were designed to examine factors that participants considered in their decision to enroll in physical education classes. Twenty-four students volunteered to participate in the interview process. Two participants failed to fulfill their appointments, therefore a total of 22 participants were interviewed. Sport classes and outdoor pursuit classes were selected to be examined. Eleven participants were enrolled in each category; therefore sport and outdoor pursuit classes were equally represented. Males and females were also equally represented as 11 of each were interviewed. The interviews lasted for approximately 20 minutes and examined past, present, and future activity classes of interest. The majority of the interview focused on the current class the participant was enrolled in. The interviews were audio-taped to insure complete and accurate data collection and were later transcribed. Following transcription, the data were analyzed and patterns, themes, and other sub-themes emerged among the factors considered in student self-selection of physical education classes.
Conclusions

Several main themes concerning factors considered when enrolling in physical education classes emerged from the data. The themes of having fun, familiarity, scheduling, social influences, and improving skills were addressed in nearly every interview. Each theme was recognized by the participants to have some importance, but each participant ranked the themes differently according to their individual needs. The above themes were represented equally in both sport and outdoor pursuit classes. Therefore, the themes of having fun, being familiar with the activity, scheduling, and the opportunities for social interaction and improving skills appeared to influence activity enrollment, but are not specific to either sport or outdoor pursuit classes.

Recognizing the attraction in each of these areas should bring attention to the need to offer a variety of classes. The data collected suggest that the factors that influenced student self-selection should be used to design and plan future activity class offerings and strategies for scheduling them. As mentioned, students are interested in both familiar and novel experiences, which suggests that both traditional and non-traditional activities should be offered to meet these needs. Outdoor pursuit activities cater to many of the students' desires for novel experiences. Teachers and administrators should focus on designing classes that advertise and implement both familiar and novel experiences, as well as classes that address social interaction, competition, improving skills, improving fitness, and just having fun.

Several sub-themes were recognized after analyzing the interviews. Cost related to the class was an area discussed by many participants, but was not specific to either sport or outdoor pursuit classes. Sub-themes were also found within the main theme of
social influences. Some participants stated that they enrolled in the class to participate with people they already knew, while others enrolled in classes with the hope of meeting new people. This suggests that certain classes should be designed to focus on student interaction and social development. Advertising classes that emphasize a certain area such as social factors should attract those students seeking specific benefits from their activity class.

Other factors contributing to participant enrollment in physical education classes were competition, staying in shape, being outdoors, and having a break in the daily grind. Each of these themes should be emphasized and special attention should be made to design and implement classes that focus on the relevant theme.

Each participant reported a variety of factors influencing their decision to enroll in certain activity classes. Yet, the predominant factors varied from participant to participant and therefore a general priority list could not be generated. The activity classes in which the participants indicated future interest also varied from their previous activity enrollment and their current activity class. However, the category of future classes alone did form a single pattern that was comprised of an overwhelming majority of non-traditional activity classes.

The overall student representation through the interview process implied a need for numerous options in both the classes offered as well as the times they are available. Students are likely to select these classes based on random interest factors that are specific to their needs and interests at one given time.
Recommendations

The specific themes of having fun, social influences, scheduling, competition, and improving skills were discussed during each interview. As interviews progressed, several participants also brought up other themes that were not discussed in detail. One factor that emerged midway through the data collection was the theme of self-image. Two participants reported that they did not want to look bad in front of their classmates and therefore selected a more introductory class. It is the researcher’s belief that this theme could be researched much further in future studies. Other students may feel this same way, but in this study, this theme was not discussed consistently and therefore was not included. If students do not take classes because they fear they may “stick out,” teachers and administrators should recognize this discomfort and find out more information on what activities may produce this feeling. Future design and implementation of activities could be adjusted to assist in developing a comfortable atmosphere where students do not feel threatened. This concept of self-image is an area that should be examined in future research to explore the degree to which students consider how others will perceive them when deciding to enroll in a class.

Many students reported selecting physical education activity classes due to their familiarity with the activity. The basis for this concept of familiarity is another area that could be researched further. For example, some of the participants had previously participated in the activity in either high school athletics, intramural or community leagues, or with their families. Does the type of familiarity or what experience the familiarity was based on contribute to the students’ decision to enroll in activity classes? This question may be posed and addressed in further research studies.
Sport and outdoor pursuit classes were the only two types of activity classes researched in this study. Other areas such as swimming, martial arts, fitness, and dance could also be studied for factors that contribute to a student's decision to enroll in those classes.

Schedule conflicts were discussed in this study. For many of the participants, the conflicts were resolved by selecting another activity class. However, the concept of scheduling could be researched further. It may be important to find out if schedule preferences occur. Understanding these preferences may enhance the design and implementation of future class offerings.

The participants for this study were all students at the university level. Expanding this research to other levels of education is recommended. Both middle school and high school students who have been exposed to a variety of activities or have participated in elective physical education classes could provide valuable insight into class enrollment factors.

The overall finding of this research study was that a wide variety of interests are represented in the student body at the University of Wisconsin-La Crosse. Many different factors were found to contribute to the student's decision to enroll in a particular activity class. Expanding the participant pool to include more categories of investigation has the potential to present new factors or recognize interests specific to a particular category. This study could also be replicated at other universities to determine if the factors can be generalized to all university students or if they are specific to students at the University of Wisconsin-La Crosse.
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<td>#22 M</td>
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<td>4-28-2000 11:00am</td>
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APPENDIX B
INTERVIEW QUESTIONS
QUESTIONS FOR THESIS INTERVIEWS

#1 For the record, could you give your name, age, year in school, program, and the name of the activity class you are taking?

#2 Up until now, have you taken any other ESS 100 activity classes? What were some of the reasons you took that/those classes?

#3 When you were signing up for this activity class, what were some of the reasons or factors that contributed to your selection to take this activity class?

#4 What expectations do you have for the class? What do you hope to get out of it? What skills do you think you will take away from the class and how do you hope to use those?

#5 In the future, do you plan on taking any other activity classes? What might they be and what are some of the reasons you wish to take those classes?

#6 Going back to the current class you are taking, how would you rank order the reasons you decided to take this class from most significant to least significant?
APPENDIX C

INFORMED CONSENT
What Factors Contribute to Student Self-Selection of Sport Classes Compared to Outdoor Pursuit Classes at the University of Wisconsin-La Crosse?

I, ________________________________, volunteer to participate in an interview regarding the factors that led me to take the college activity class I am currently enrolled. I have been informed that the information within the interview will be based primarily on factors relevant to the reasons I have selected this college activity class and if relevant, other activity class(es) that I have already taken or have specific interests in taking in the future.

I have been informed that the interview process will take approximately 20 minutes and will be audio-taped to be later transcribed by the interviewer. I acknowledge that all information that I have to offer regarding the factors relevant to my taking this class are important, but I am not obligated to express any factors I feel I rather disclose. I have been informed that follow-up procedures may occur by the interviewer to clarify points that the interviewer did not understand or were not confident on.

I have been informed and consent to presentation and publication or other dissemination of study results so long as the information is anonymous and disguised so that no personal identification may be made. I acknowledge that a record of the interview will be kept and have been informed that all interview data will be identified by an unidentifiable fictional name or by number.

I have been informed that no known discomforts or risks are involved with this interview process. I also have been informed that I am free to cancel an interview session or withdraw from the interview process at any time without penalty.

I hereby consent to participation in this study. Any questions regarding the protection of human subjects should be addressed to Dr. Garth Tyneson, Chair, University of Wisconsin-La Crosse Institutional Review Board for the Protection of Human Subjects, at (608) 785-8155.

Subject: ________________________________ Date: __________________

Interviewer: ________________________________ Date: __________________
APPENDIX D

STUDENTS' PAST AND PRESENT CLASSES AND FUTURE INTENTIONS
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CURRENT CLASS</th>
<th>PREVIOUS CLASSES</th>
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<tr>
<td>1</td>
<td>Power Volleyball</td>
<td>Yoga, Golf</td>
<td>Rock Climbing</td>
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<td>2</td>
<td>Bowling</td>
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<td>Scuba Diving, Hang-gliding, Downhill Skiing/Snowboarding</td>
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<td>Scuba Diving, Swing Dancing</td>
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<td>Swimming/Life-guarding</td>
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<td>Fly-fishing, Power Volleyball</td>
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APPENDIX E

TRANSCRIBED INTERVIEWS
1. Subject #1
2. Interviewed on 1-28-2000 at 9:30am
3. Power Volleyball

4. Question #1
5. S- My name is __, I am a freshman, I am 18 years old, a Biology major, and I am in the power volleyball class.

6. Question #2
7. S- HPR 105
8. HPR 105?
9. S- Yup.
10. Question #3
11. S- Um, I've always been playing volleyball, I played volleyball since I was in seventh grade. There's a guy that lives downstairs from me and he was in the class and he said it was really fun and so, he encouraged me to take it.

12. Did you compete in volleyball earlier, like when you were in high school?
13. S- Um-hmm, all through high school I played on the team, and then I played on a club volleyball team. And that was out of Eau Claire, but I went to high school in __.

14. Question #4
15. S- I just want to get back into shape, and back into playing the game, cause I'm just sitting around and cause I'm going to try out for the volleyball team next year, so I want to have a chance to get back into shape and have some fun.....meet some new people.

16. Do you like the competitive aspect of the power volleyball?
17. S- Yes, I like the fact that everyone in the class is going to know how to play volleyball and know the rules...cause I've taken classes before when there's only two people that know how to play and the rest just kind of stand there.

18. Ok, we both know there are two kinds of volleyball, regular and power volleyball, so can you just differentiate between the two, or your perception of the difference between the two classes are?
19. S- Like the power volleyball, we've already started playing games and just hit around, and everyone knows what's going on....the other volleyball class, they would just be teaching skills and like, basics on how to play the game and we already know how to play the game and how everything works.

20. Ok, did you, you mentioned someone you knew was already in this class last semester, did you know of anyone that was going to be in this power volleyball class before you signed up.
21. S- Um, just that Steve guy who took it, he's taken it again.
23. S- Yes, he is kind of nutty like that.
24. I think he takes it every semester.
25. S- Probably.

26. Um, you mentioned that you hope to go on the team, to have fun, improve your skills. Ok, but what skills do you hope to actually work on during the class?
27. S- Probably team play and defense, I'm not much of an offensive player, I rather play defense.
28. Ok, um, how many actual activity classes are you required to take for your biology program?
29. S- I think just HPR 105, is the only one.
30. Ok, so this is an elective?
31. S- Um-hmm.

32. Question #5
33. S- Probably, I'd like to do the rock climbing one, we did that in HPR, and Steve took me one day and it was fun and different.
34. I- What are your expectations of a rock climbing class, or what do you think you would get out of it? Or, what are some of the reasons you would take a rock climbing class? S- Well, I'm really scared of heights, it could kind of help with that and then just to try something new and stay in shape.
35. As far as the volleyball, because they are two different things, you have a volleyball class and a rock climbing class that you possibly might take, how are they different and how are they similar, how do you possibly, or how would you use rock climbing?
36. S- Just as an individual, something I would do for myself. Volleyball would be to improve team communication and how to get along better on the court and rock climbing would just be a personal motivator.

37. Do you perceive competition in rock climbing?

38. S- Um, not really, there would be some I guess if you wanted to beat the person next to you or go higher, just more personal goals for yourself.

39. Question #6

40. S- I'd have to say number one would be just because I like volleyball. Volleyball is just something I've done forever. I'm just used to it and it was hard coming here and not playing so I'm taking it because I like volleyball. I want to improve my skills, meet new people, stay in shape, and that's probably it.

41. So, to meet new people is a social aspect, do you see ever taking classes for a social reason, the opportunity that you either have a friend in the class or you might be able to meet more people through a class?

42. S- Yea, I would probably do that. I'm pretty outgoing, I like to meet new people so I would be open to that.

43. How about schedule conflicts, anything when you looked at the schedule and did you say, oh that's going to work or did you make arrangements?

44. S- At first, I was going to take another class, then I'm like no I'm going to take volleyball, switched the other class to a later time, so I could take volleyball.

45. So, you actually scheduled your volleyball class first and then made arrangements around that for your other class.

46. S- Well, I wanted to take Stats at 11 am, so I could get a certain professor and so I just took his later time so it worked out eventually.

47. I- Well, good, that's pretty much all I wanted to ask so is there anything you want to add. S- No, not really.

48. Ok, so that's it, thank you.
1. Subject #2
2. Interviewed on 1-28-2000 at 10:00 am
   Bowling

3. Question #1
4. S- Ok, my name is ____, I am a junior, I am twenty-one years old, and I am an accounting major, and the activity class is bowling.
5. Question #2
6. S- No, but I have three this semester.
7. Three this semester? What are the other two you are taking?
8. S- Yoga and golf.
9. Question #3
10. S- Bowling is something I’ve always done as a recreational activity, I used to be involved in some college leagues....for students only. It is always something I want to improve my skills on and have somebody to maybe coach me on it and it is probably one of the most affordable ways I can do that. And I also needed to get a full schedule this semester, so I would take something that I had interest in and that would be fun.
11. In your major, accounting right, how many actual electives did you need from college activity classes?
12. S- Actually, it is kind of up in the air right now, because I can actually graduate with an accounting major with 120 credits, but to sit down for the CPA exam I need 150 credits, so I’m just open to pick up any class to pick up any credits.
13. Question #4
14. S- Well, I hopefully will be able to improve my technique and I know that I’m not always consistent when I bowl, the way I place the ball, I’d like to just basically get my technique a little better and improve my average score.
15. With, where am I at, you mentioned yoga and golf, any particular reasons for those?
16. S- Yoga, I took because I like to lift weights and I really don’t stretch enough and I have problems with tight muscles and being flexible is one of the keys to being strong and really improves your weight lifting and something I’ve always had interest in.
17. And golf, have you golfed before?
18. S- I like to golf as well, but it’s not as cheap as bowling, but I like to go golfing and I notice my swing isn’t very good and I’ve been getting a lot of high scores and it’s another one of those things I’d like to improve on and this is one of the easiest ways I can make minor, solid improvements in my game.
19. With bowling and yoga, well actually all three, you have had experience with all, or did you not have any experience with yoga?
20. S- I’ve had no experience with yoga.
21. Ok, so you just new the benefits of the stretching and being at one with yourself and the....
22. S- ...and the breathing kind of thing.
23. Sure, um, with, had you done bowling in high school P.E.?
25. Was it actually lanes?
26. S- No, it wasn’t actual lanes, there really didn’t try to teach us much. Try to put the ball here, you know, kind of try to hit the pins here with the ball and how to keep score, but they didn’t really teach us any technique.
27. Bowling and golf you are familiar with?
28. S- Yes.
29. Oh, at any point did you look at taking those activities for the familiarity, as opposed, because yoga you were not familiar with and there is contrast there and do you think there is a tendency for you to take classes that you are more familiar with or do you see something as taken an activity because it is new?
30. S- I really like to try to take new activities and in fact, I really wanted to get into a scuba class instead of the bowling class, but that was already full, so, but I knew that bowling was something that I could afford to have some improvements on and something that I enjoyed and so I knew how to bowl, but it would pay to take the class anyway.
31. Besides the scuba diving, were there any other schedule conflicts with the bowling class, or did it seem to fit your schedule pretty well.

32. S- No, it fit my schedule very well.

33. By any way did it, or the time that it was offered help you choose it or were you planning on taking it anyway or in another bowling section?

34. S- No the scheduling really didn’t have a whole lot of effect on it, I just kind of looked through the catalogue and bowling was something that just caught my eye, looked at the times, and one of the times was perfect for my schedule.

35. I- Question #5

36. S- Oh definitely, probably scuba diving if I can ever get to it, hang-gliding as well, skiing or snowboarding class.

37. Ok, out of all four of those, do you have any experience with any of those?

38. S- I have experience with skiing. I am an average swimmer, I’ve done some snorkeling, but I’ve never scuba dived.

39. If you had to mention a general theme of those four, what would you kind of classify those four groups into or, because, or would you put these in the same category as golf or bowling?

40. S- I think golf and bowling are more recreational activities. Like skiing, scuba diving, hang-gliding, and snowboarding, you kind of have to be into the sport more, more of extreme kind of sports, cause you see, like old time leagues with bowling and golf, but you don’t see too many retired people going hang-gliding or scuba-diving too often.

41. I- Question #6

42. S- The top reason I took it was that I would be able to bowl, and I’m not sure what the course fee was, but I would be able to bowl a couple times a week and it wouldn’t cost me anything. The second I can improve on my bowling technique and get better at the sport, and hopefully third, well, that one would raise my total score average and help if I want to be a league player or just go out to impress my friends when we go out. I know it’s just good to get out and do an activity even if it something as simple as bowling, to be on your feet and be active, it is a little bit competitive when you get out there, at least it is for me, which is a nature I like of it, and lasts I took it just because I have an interest in the sport.

43. Ok. You mentioned competition at the end, at what point and time does competition play an important part in you choosing to take or not taking, I mean when you are thinking I’m going to take bowling, I’m getting the impression that you enjoy bowling, it is something you are familiar with....

44. S- Yes.

45. But there is a competitive side in bowling that isn’t in yoga.

46. S- That’s true.

47. Do you see yourself taking any activity classes or by any chances did you take bowling for any competitive reasons?

48. S- No, it was more of a fringe benefit of taking it, it’s just a sport that you keep score and it allows you to be a little bit competitive and try to beat the people that are on the same lane as you.

49. Do you take the competition just to have competition with yourself?

50. S- Yes, in other classes, where there aren’t scores to be kept or somebody you have to beat, there is competition with myself to push the limits, make myself better and self improvement.

51. What’s your highest score in bowling?

52. S- In bowling, I think it is 214, or something like that.

53. Those are tough lanes to beat that, kind of warped and all....

54. S- Yes

55. It’s a goal though.

56. S- Definitely.

57. Is there anything you would like to add on bowling or any of the other activities?

58. S- I am just really pleased with this university, I have gone to, I did attend UW Eau Claire my freshman year, and this university has a lot more to offer for activity classes and a lot more diversity and that is something that is really nice to see. It is a one credit course, and it can suck up a lot of your time, but, and it’s good for the student body to have here for people that want to try new things.
59. So if you had the opportunity to make any suggestions for classes that you don't see or for ones that you think should be kept or thrown out, and why, what would the benefits be? Like hang-gliding you mentioned earlier, that isn't a very common class.

60. S- You're right, it isn't something that you just see anywhere, but the land forms and cliffs can be used for hang-gliding and it isn't something you commonly see at universities or a lot of places, and it's not like you see hang-gliding classes just anywhere, but it is something new and different to try for relatively free while you're here.

61. Well that's pretty much all for me, anything else you want to add now?

62. S- No.

63. Ok, thanks.
1. Subject 3
2. Interviewed on 1.28.2000 at 10:30am
   Power Volleyball

3. Question #1
4. My name is , I am 20 years old, I am a junior here at LaCrosse, majoring in Biology and Pre-
   med, and I am enrolled in power volleyball.

5. Question #2
6. Yes, I have taken one semester of volleyball, one semester of power volleyball, and also a canoeing
   class.
7. Volleyball, volleyball, any particular reason, I am guessing this is something you are familiar
   with?
8. Yes, I played volleyball in high school. I participated in club volleyball in high school also, and then
   when I got to the college level, I played intramurals, and somebody in intramurals guided me to the
   class.
9. Canoeing, an activity a little different, what were some of the reasons you took that?
10. Canoeing was just something I had done once and enjoyed it. I wanted to try it again and get better at
    it, and a whole bunch of us wanted to try it out for ourselves. So it was a weekend trip, and we got to
    camp out together and kind of a bonding thing, not only in class, but made friendships.

11. What semester did you do that?
12. That was the fall semester of my sophomore year.

13. Question #3
14. Well first of all, it finally fit into my schedule again. I enjoy the teacher, I had worked with her before
    playing spring ball for LaCrosse and she was one of the coaches. I knew the other teacher as well and
    she kind of encouraged me to take it again. I also took it because I enjoy playing volleyball, I like
    physical activity in the middle of the day, it is a nice break to relieve stress from all of my classes.
15. You mentioned that it fit back into your schedule, were there any other
    classes that you were looking at that didn't fit into your schedule?
16. Actually, I think there were a few aerobics classes that I looked at, but they conflicted with one of my
    labs.
17. Would it have been in the middle of the day as well?
18. No, they were in the afternoon.
19. So, the time of the power volleyball just happens to benefit the time of the day you like to take it?
20. Yes, I almost go all day on Tuesday and Thursdays, from 7:45 to 2:00 or 3:00, and it is kind of nice to
    have it in the middle of the day, and get to have fun and play volleyball.
21. Did of anyone that was signed up for this class when you signed up?
22. I know two of my roommates, two people that I played intramurals with, and pretty much half the class
    that took it last semester, are taking it again this semester.
23. Any influence on you taking the class, or did you pretty much take it for your own reasons and
    as a benefit they are all in there as well.
24. It is pretty much a benefit that they are all in there as well. I took it because I pretty much just wanted
    to play volleyball, get more experience during the semester because I hadn't played last semester and I
    felt kind of rusty, and I just need that stress reliever to get my frustrations out.
25. If you had your choice between two power volleyball classes, one with other students that you
    were familiar with or one that you didn't know anyone, which one do you think you would
    choose any why?
26. I think I would go with the class with more new people, because first of all, the people in my class
    right now, I know all of their skill levels and abilities, and it is harder to judge, because it is not as
    competitive play because you know more of what is going to happen, and with the class with all new
    people, I would be experiencing them all for the first time and learn from them, and not know what to
    expect and it just makes it more exciting.
27. Is there a certain level of competitiveness there? One thing you mentioned, was taking a class
    with people you didn't know, which would allow you to meet them, but you stated it in a way
    that the benefit would be in improving skills and learning from the new skills they throw at you,
    how do you think these two things tie into it?
28. I just think that if I had a class with all new people, I wouldn't be afraid of being more aggressive, because when playing with my friends, I kind of playing off and hesitating. They expect a skill level from me and I think if I had new people, I might be able to rise up above that.

29. You have already taken a volleyball class, and then you took a power volleyball class, could you tell me why, or what your perceptions of each class are, what the differences are and why you see it that way?

30. The volleyball class, I enjoyed it a lot, I loved the teacher, and it was just that it was mostly basics, you spent a lot of time developing your skills, and you spent time during class doing passing, and hitting, and working over strategies. And in power volleyball, you spend time concentrating on actually playing and learning formations and stuff like that. There is more intensity and more competition, and just overall more organization.

31. Question #4

32. I hope that knowing about half of the class, unlike the last time I took it where I knew almost everyone, I hope that working with these new people that I can work on my skills. I also hope to benefit from this class, better...mentally, with my form of play, and physically also. I am playing intramurals this semester and I hope how I play in class will reflect how I play during intramurals.

33. Question #5

34. Yes, I have been trying to take at least one every semester. One I kind of want to try out is the swing dancing. Just because I took dancing in high school and I have heard people who took it last semester and said it helped them out a lot, and it is kind of funny how the girls fill it up really fast and it is still open after registration for the guys. So that is one I would kind of like to take. Then also, something like swim fitness because I like to swim.

35. Are there any classes that you would like to take but that the school doesn't offer?

36. There is a pretty good selection. I mean scuba diving, I would never imagine that they would offer a class like that, especially here in Wisconsin. But seeing that this is kind of pretty well physically educated orientated college and it focuses a lot on health and health promotion, they have pretty much anything and I think you have your options wide open.

37. Question #6

38. Top reason was that I wanted a break in the day and that helps me relieve my stress. The second reason, is that I enjoy playing volleyball and I have taken the class before and that had motivated me to sign up for it again. Third reason is to improve my skills. Fourth reason is to get to know new people. And fifth reason would probably be the teacher.

39. Ok, I am going to ask about the first one again. Is it the power volleyball that gives you a break in the day, or just any activity that breaks up your day?

40. I would say any activity class, I would take swim fitness like I said to break up my day.

41. So, would you say scheduling plays an important role in what and when you take your activity classes?

42. Yes it does and it will in the future.

43. Ok, that is good to know. Is there anything else you would like to add because that is it for my questions?

44. No.

45. Ok, thanks.
I. Subject 4:
2. Interviewed on 1-28-2000 at 11:00am
3. Power Volleyball

4. Question #1
5. My name is ____, I am a sophomore, 20 years old, a biology major, and the activity I am taking is power volleyball.
6. Question #2
7. No.
8. So this is your first one?
9. Yes.
10. Question #3
11. I like playing volleyball, I have played it since high school, and I want to keep in shape.
12. There are two volleyball classes, regular volleyball and power volleyball, any reason you chose to take power volleyball?
13. I am pretty experienced at playing high school, and I played in every intramural and A-league.
14. Question #4
15. Just to have fun.
16. Would that be your primary purpose of this class?
17. Yes.
18. Any skills that you hope to work on through this class, or how do you hope to use the skills that you do acquire?
19. I need to work on serving a little bit, and that's about it.
20. There are a lot of characteristics found in a power volleyball class, to what extent did a competitive nature attract you to taking this class?
21. No, you just get more playing time and I had a bunch of friends in the class.
22. Were a lot of your friends already signed up for it when you decided to take it?
23. I don't know, just with registration, a lot of them took it last semester.
24. Ok, so when you actually signed up for the class, did you already know people that were going to take the class?
25. I knew a couple of people that were going to take it.
26. At any point, did the social aspects attract you to taking this class, or knowing people in the class?
27. No, I probably would have taken it even if I didn't know anyone taking the class, it's a good way to meet people anyway.
28. So, right now, you have experience in volleyball, so that attracted you. You want to work on some skills, the serve especially. Were there any schedule conflicts? Did you want to take any other classes that were not available or didn't fit into the time you wanted to take them?
29. I am also taking golf.
30. Ok, we'll talk about that in a second. And social aspects, do you hope to meet people out of the class?
31. Yes, I hope to meet a couple of people.
32. Can you do that in any class?
33. Pretty much.
34. Golf, let's talk about golf for a second. Any particular reason you chose to take golf, were there any particular factors that led you to taking golf, had you golfed before?
35. Yes, I have golfed for like three years.
36. What do you hope to get out of that class?
37. I found out I have a book for it, so I'm kind of hoping they will be able to fix my swing a little bit, I was also just hoping to go golfing.
38. For the volleyball class, did any of your expected goals or skills from the class impact your decision to take the class? What were your goals?
39. To meet people and to work on my serve.
42. So, knowing those two goals, were they on your mind when deciding to take this class?
43. No, my schedule is just pretty full with classes that I need to take to transfer over. With too many more classes, I would be over the limit, and I would be not a fulltime student either one or two semesters over at Viterbo. So, I just need to fill my schedule somehow.
44. Question #5
45. Not here.
46. Hypothetically, if you were to stay here, would there be any other activity classes that you would be interested in taking? Or for this semester, were there any other activities that you would have liked to take?
47. Swimming, I want to take life-guarding so I could get a job, but it was full.
48. Question #6
49. Stress relief, social/meeting friends, and working on skills.
50. At no point in time does competition fit in there?
51. No.
52. Ok. That is pretty much all I need. Is there anything you want to add?
53. No.
1. Subject #5
2. Interviewed 1-28-2000 at 11:30am
3. Volleyball
4. Question #1
5. My name is ____, I am 21, I am a junior, I am taking volleyball, and I am majoring in Information Systems.
6. Question #2
7. I took indoor rock climbing last year.
8. What were some of the reasons that led you to take that class?
9. I was interested in rock climbing for a while and then I started working there. Originally, I wasn't going to take it because I didn't have any friends in the class. But then I figured working at the wall, I would probably make see people that I knew, so I decided to take it and it sounded like fun.
10. Question #3
11. I just signed up for this class the day before it started. One of my friends was like, hey you should take this volleyball class with me and I had to pick up another credit.
12. So, seeing that you signed up for this class the other day, I probably now know the answer to this question, but what were some of the reasons that you took this class?
13. I did know someone in the class, but I have played volleyball before in high school, but I quit because I wasn't very good, but it was still fun, and you don't have to be real good to take this class.
14. Question #4
15. I needed something to get me off the couch. So, I think it will be pretty fun, learn some things, maybe get a little better at volleyball. I want to be able to overhand serve, that's my requirement. It's going to happen. Plus, meet some new people.
16. So, what I am hearing is that one of the main reasons you took this class was because a friend was in it and recommended it. And earlier, when you were talking about the rock climbing class, you mentioned you might not take it because you didn't know anyone in the class. So, are social aspects a big part in why you take certain classes?
17. I think so.
18. Do you think it matters what the activity is, you took rock climbing and now volleyball, do you have the same social expectations from each activity or does it not matter?
19. Well, so far, I have met more people in volleyball. I think I met a few people in rock climbing and kind of just stuck with those people and we belayed for each other and never really moved to other groups. With volleyball, we get put into teams and you kind of want to know the people you are playing with or against.
20. Question #5
21. I wanted to take the outdoor rock climbing one, you know one of the weekend ones, but it conflicted with the study abroad class I am going to take. I am going to Scotland next year in the fall. But, that kind of conflicted, so I would like to take that sometime. A lot of them look fun, like the yoga, tai-chi, and all those.
22. You do have experience in volleyball though, and I think you are taking it for a lot for social reasons. To what extent does the familiarity with the activity come into play, assuming how familiar were you with the rock climbing class at the beginning and does your comfort level with an activity play any part in your decision to take certain classes?
23. I don't know, it kind of depends. I'm not that good at volleyball, I think I'm better at rock climbing, but I'm still not good at rock climbing either, so, I don't know, it's about the same.
24. Does the comfort level play any part in you choosing an activity class, so would you ever sign up for a class that you don't have any experience with just for something new?
25. Yes, I would do that too.
26. But, you haven't done that yet?
27. No, not yet.
28. Question #6
29. Oh, I was interested in it, I knew someone taking it.....
30. Your interest in it was number one?
31. Yes, well, we'll put that at two, but I wouldn't have taken it if I wasn't interested in it.
32. So your number one was?
33. I knew someone in the class.
34. Don't let me change it for you.
35. No, that's alright, it was the main reason I took it. I'll say third was to meet new people and to whatever. And I'll put skills at number four.
36. Do you mean to improve skills?
37. Right.
38. Is competition anything that you look for in a class?
39. Not in these, but I am pretty competitive. So, maybe in another one.
40. Are you competitive with other people or yourself, or both?
41. Both.
42. So would you consider rock climbing competitive?
43. It wasn't really for me, because everyone was at such different levels. It was more competitive with myself, like I'm going to climb this route and make it to the top.
44. What I have is that social is your number one, well actually, it was your number one and number three and then your number two was that you were interested in it. What does interest encompass for you, where does the interest lie, meaning was it something that you knew you would have fun in or you have done it before and it might be enjoyable.
45. I think it is all of that. Because right now it is something that I have done before, but if I were to take another class, like I was interested in taking hang-gliding and I've never done that before and I've wanted to, so it would just be something I would be interested in.
46. But, for that reason, it might lead you to take it in the future?
47. Yes, just because I would want to try it.
48. Anything else you want to throw in there?
49. No, I don't think so.
50. So, we have a few different classes to play with. Would you say the reasons you chose the volleyball class were different from the reasons you chose to take rock climbing or one that you have already taken?
51. No, I think it was different, I was more interested in taking rock climbing to get better, and in volleyball, that isn't that big of a deal if I get a lot better, it's doing it for fun. It would be nice if I got better, but it's I'm sure taking the class, I'll get better.
52. If you had to hypothetically had to order why you took the rock climbing class, how would you have ordered that?
53. I would say to get better at rock climbing and to improve skills would be my number one reason. And then I would want to meet some new people and find somebody to come climb with me.
54. Alright then, that's about all I need, anything else you want to add?
55. Nope.
56. Ok, thanks.
1. Subject #6
2. Interviewed on 1-28-2000 at 12:00pm
3. Bowling

4. Question #1
5. My name is ___, I am 20 years old, I am a junior, elementary education is my major and I am taking the bowling class.

6. Question #2
7. No.
8. So this is your first college activity class?
9. Yes.

10. Question #3
11. Well, number one I thought it would be fun. Number two it fit into my schedule the best. Those are probably the biggest reasons, and I wanted to improve my bowling too. A learning experience.
12. You wanted to improve your skills, so you have bowled? So it was something that you were familiar with?
13. Yes.
14. Did you bowl in high school?
15. Just for fun occasionally.
16. But it wasn't something that you took in Physical Education?
17. No.
18. Have you ever had any class on bowling?
19. In junior high, we had plastic pins that they set up.
20. Ok, so having fun would probably be your top choice for taking this class?
21. Yes, probably.
22. You mentioned your schedule and how this class fit into it. Did any other classes fit into your schedule as well?
23. Just the night ones, because all of the classes I have to take for my major are in the morning, and then there are some, like I wanted to take aerobics, but that met four times a week and it always conflicted with one of the classes I had to take.
24. So, the scheduling is quite an important part?
25. Yes, definitely.
26. If another class was offered at the same time, what other class might have you signed up for?
27. I was thinking about the canoeing class as a possibility, but I already had my 18 credits so I didn't take it this semester. Other than that, I just thought a class like aerobics offered at night would have been nice because most of them were offered during the day.
28. Question #4
29. I would like to learn how to do the scoring because I don't know how to do that well. I would like to learn some of the basics, like they explained the numbers on the balls as the weight and I never knew that and to also advance what I do know.
30. Do you consider bowling to be competitive at all?
31. No, I am looking at it as fun, but I guess you could look at it as competitive depending on the situation.
32. But that is not one of the reasons you are taking this class?
33. No, that isn't any reason I am taking it.
34. How about social aspects, what social aspects do you hope to gain from this class?
35. Meeting new people, in the class we get into different groups and that leads to meeting new people.
36. Did you know of anyone taking the class when you signed up for it?
37. I knew one person, we signed up together and then I met someone there that I already knew. But other than that, everyone was new.
38. When you signed up with the other person, did you do it together, or did you see bowling, recognize that you wanted to take it and then found out that they were interested in it too?
39. We were both actually looking at all of the activities to see if there were any we could take together and bowling just worked for both of us and we were both interested in it and we thought it would be a fun way to have a nice, easier way to get a credit.
40. Question #5

41. I would probably enroll in an aerobics class, because I’ve wanted to do that. Probably, I have always been interested in taking a canoeing class and the ones that are different and the ones that you wouldn’t expect to find, but those tend to be a little more spendy and I can’t afford to take those or at least not yet. So price does play a part in it too.

42. You mentioned that some of them aren’t as common, what did you mean by that?

43. There aren’t as many of them offered I guess.

44. So, when you signed up for bowling, that was something that you were familiar with. Did that play an important part in your decision to take it?

45. Yes, I think so. I figured for my first class, I would take something that I was a little more familiar with.

46. But then, you went the other direction when you talked about classes that you don’t have any experience with, what would be some of the reasons you would take those?

47. Probably just to take something new. I’m hoping to take one of those if I can afford it and fit it into my schedule.

48. Question #6

49. Most importantly I thought it would be a fun class. I thought that, number two, it would improve my skills because I am just an average bowler and I would like to be a little bit better than that. Number three, there weren’t any extra classes and extra times to meet. It was just the one night for a few hours. And it just seems like it is going to be an interesting class so far, from what I could tell by the first time and just the scheduling thing.

50. How about the social aspect, does that fit anywhere in there?

51. Oh yes, just having fun, which was a part of the first one.

52. Alright, Do you have anything else you would like to add?

53. No, that’s good.

54. Well, that’s about all I need, thank you.
1. Subject #7
2. Interviewed on 1-28-2000 at 12:30pm
3. Power Volleyball

4. Question #1
5. My name is ____, I am 23, I am a junior, my program is finance, and I am taking power volleyball.

6. Question #2
7. I took wall climbing (indoor rock climbing), and I took power volleyball last year.
8. Well first of all, we’ll talk about the rock climbing. What were some of the reasons you took that class?
9. Just to get an overall view of it. I was kind of interested in climbing. I hadn’t done any and I wanted to get my belay certification so I could go to the wall at the rec. center.
10. So, it was a brand new activity for you?
11. Yes, brand new.
12. The first time you took power volleyball, what were some of the reasons you took that class?
13. What motivated me to do that, was that I really enjoy playing volleyball. I am on a few leagues in the summer time and I figured I could learn a little bit more.
14. Question #3
15. Because it is fun, the tournaments we do, it’s more of an aggressive sport, and another thing is that it is experience, it’s not all teaching all the time, you actually get to go out and play. That’s the main reason, we get to play a lot.
16. I know, and I am pretty sure you know, there are two types of volleyball classes, regular and power volleyball, and you decided to take the power volleyball and when you mentioned earlier about it being a more aggressive class, does competition have anything to do with that?
17. Yes, a lot of it has to do with the competition level. Because a lot of the people that go to the regular volleyball class don’t really know how to play volleyball and that would be kind of a slow process for me.
18. So, part of the reason you are taking the class is for the competition level?
19. Yes.
20. Ok, you mentioned it was fun. You also mentioned the competitive level. I’ll ask you a few other things. When you signed up for the class, did you know other people that were going to sign up for it?
21. No. I signed up for myself.
22. Does it matter as far as the social aspect, meaning do you go into a class to meet people?
23. No, it has nothing to do with it.
24. Is it a benefit, the social aspect?
25. Well, kind of. You can learn a lot from the other people in the class because they will give you pointers.
26. Question #4
27. Just learn a little more about the sport. What I hope to get out of it is knowledge all about volleyball. The skills I want to get better at are my setting, and my spiking, my offensive attack.
28. Considering you took this class before, going into it this time, were you aware of the goals you set for it and what skills you wanted to work on? So as you signed up for the class, were these specific goals thought about and did they play any part in your decision to take the class?
29. Oh yes, definitely. Because last class I worked on my serve and my blocking, so now it’s this time and I wanted to specifically work on the other areas.
30. So, working on skills was quite important in you signing up for this class?
31. Yes.
32. Alright, you have mentioned fun, working on skills, the competition, for now we will remember those. Social isn’t really too big of a deal.
33. A little bit, but, not really.
34. Ok, scheduling conflicts, did anything get in the way. Were there any other classes that you were thinking about taking but didn’t fit into your schedule?
35. Nope, this was pretty much the only class that I looked at.
36. Question #5
37. Probably power volleyball again. I was going to get into snowboarding this semester but I had to deal with some stuff, so I didn't. And for sure I will get into another BSS class, because they are pretty good to learn. I kind of want to get into hiking or something, but they fill up pretty quick.
38. So has the scheduling been a part of difficulties with you getting into classes?
39. Well, kind of because they fill up pretty quick.
40. If that wasn't an issue and you could sign up for any class you wanted, what would you take or would anything change?
41. I would take power volleyball, hiking, I was interested in mountain biking, and I was thinking about the roller hockey, but I would have to buy new skates.
42. So, is cost an issue?
43. Yes, cost is an issue. With new skates, I would have to get new wheels and I would definitely have to get them re-tuned and that would cost probably $75.
44. Do you typically buy a pair of new shoes for your volleyball class?
45. Yes, pretty much, every single time, I did this semester. But like the snowboarding class you have to pay $75 additional, I mean it's for the lift tickets and all, but if you think of Thursday nights with $11 tickets, you can almost get out as much.
46. Ok, you have mentioned a hiking class, mountain biking, and then the rock climbing class. Those are kind of different than the volleyball class you're taking, would you say? So, how are they different and when you choose to go one direction over the other, what are you hoping to accomplish or get out of it?
47. With the hiking, I hope just to get a better understanding of the outdoors, where to walk, some skills. The mountain biking would be just getting into the flow, letting the wind go by my head, going fast and seeing where you can go, going off-course you know, like not riding any trails. And with the rock climbing, that's just more of a game in my head. Knowing which way to go and stuff.
48. We have mentioned a lot of skills. Do you transfer any of the skills to your daily life? Like with volleyball...
49. Dexterity, definitely, better dexterity with volleyball. Like if a volleyball is coming down slamming at you, you have quick instinct to move to that. And with exams, it's when you're reading a question, a lot of instincts. And your hand dexterity too, that's when it's all working together in some degree.
50. What lessons do you bring in from the rock climbing? Or any of these others, rock climbing, hiking, mountain biking...
51. Rock climbing would be like strategy, you know like planning it out and accomplishing it. So, it would be like figuring out your schedule and accomplishing it. Mountain biking is pretty much just an adrenaline rush and more of a play thing.
52. Are these factors thought about or considered when thinking to sign up for a class? I mean, you have acknowledged you get different things out of different classes, are there times when you take classes for these specific benefits?
53. Um, it's more of an enjoyment thing why I take it. But, you know you are going to learn something about it, but I don't really look at that, but the enjoyment I will get out of it.
54. Question #6
55. The first one would be just to learn a lot more about the game, starting with my setting. Second would be my offensive attack, my serves, my bumps... and a bunch of other skills.
56. So all of these would be to improve your skills?
57. Ok, yes, so second would be a social factor, to meet some new people, and that will benefit later in life because you would see those people again. Ok, another one would be to strengthen my ankles, because I have really weak ankles, to keep myself in shape that way.
58. Ok, at one point in time, you mentioned competition, is that something that is a part of it, something that you thrive on, or is it just a by-product?
59. Yes, kind of. I just knew that if I took the power volleyball class, I would be getting a bunch of people with more experience that would attack on me and I would get a better defense. Because if I went an entry volleyball class, they wouldn't be that much of a competition.
60. Ok, so if you wanted to go back to your number one reason, to get better and improve on skills, you are more likely to do that if the competition is higher?
61. Yes, that makes sense
62. Ok, I get the idea of it. Is there anything else? Does schedule conflicts play any part?
63. No. Well, but, I will specifically schedule classes around my power volleyball class.
64. Well, that’s all I have, do you have anything else to add?
65. No, not really, I just want to have fun and enjoy it.
66. Ok, so having fun and enjoyment would fit where, how does that compare to everything else?
67. Well, that would be up top.
68. So wait, would that skip all the developments of skills? Let’s make the order again.
69. Ok, ok. At the top would be skills, enjoyment, fitness, social and...
70. Ok, you have changed your order, are you thinking about it more and want to keep it a certain way or how do you want to do it?
71. Yes, yes. Ok, it is to improve skills, have fun, fitness, and then the networking of friends.
72. Ok, so what we have got is to improve on skills, to have fun, to improve on fitness, and then social. Is that it? Ok, so that’s it then. Thank you
I. Subject
2. Interviewed 1-31-2000 at 11:30am
3. Indoor Rock Climbing

4. Question #1
5. My name is _, I am 18 years old, I am a freshman in college, the program I am in is pre-law, and I am in indoor rock climbing.

6. Question #2
7. I am in aerobics right now.
8. Ok, so we will talk about that too. But last fall you didn't take any classes?
9. Just HPR.

10. Question #3
11. Um, for one, it was one of the only classes that had room left in it. But actually, we tried out rock climbing in HPR 105 and I enjoyed it a lot and it was a lot of fun. I figured I could get a lot out of the class. I signed up for it last semester and I was in the last registration group possible.
12. So schedule conflicts did present a problem with regards to your signing up for this class?
13. Yes.

14. Hypothetically, if you had other classes available, would you have still considered taking rock climbing?
15. Yes, but I would have taken it during the second seven weeks.
16. You did want to take this class though?
17. Yes.

18. Question #4
19. Muscular strength, just information, and some fun. I want to continue rock climbing so I want to learn belaying and all that stuff so I can get certified and go to the rec. center and climb. I think I will learn how to trust people more because you have to trust people when rock climbing and develop better communication skills.

20. Did you know anyone taking this class before you signed up for it?
21. Yes, my last semester roommate took this class during the second seven weeks of last semester. I tried to get into it but it was full.
22. Did you know anyone who was signed up for the class you are in before you signed up for it?
23. No.
24. At any point in time do you think you would take a class for social factors?
25. Yes. But that wouldn't be the only reason.
26. Ok, you mentioned you were taking aerobics. What were some of the reasons you chose to take that class?
27. I want to be in shape. My roommate was in it and we had the same schedule and time available and it sounded fun because I was in step aerobics, the paid one you take at the rec. and I don't what else, just to have fun I guess. It's a good way to get a credit with something you have fun with.

28. Is there a difference in the two classes you are taking this semester with reasons for taking them or are your expectations and reasons for taking each class different?
29. Rock climbing seems like I am learning new stuff and aerobics is something that I have done before, kind of "same old". But rock climbing is something new and kind of like a new adventure.
30. Is the adventure or the novelty one of the reasons you think you took the class?
31. Yes, yes.

32. Question #5
33. I heard somebody was in fly-fishing and that's cool. I don't know how, but I would love to learn. I saw a canoeing one and I tried to get into that one but it didn't work. Oh, and the backpacking one. That sounds fun too.

34. Ok, all of those have a certain theme. You've now mentioned fly-fishing, canoeing, backpacking, and you are taking rock climbing, all of which involve the outdoors, is there any particular reason for that? Are you interested at all in taking a volleyball class or bowling or something like that?
35. That would be fun, but you can use the outdoor classes..... well I don't know, I just like the outdoors and outdoor classes better.
36. Are you as familiar with outdoor classes as you are with the other classes like volleyball, bowling, or aerobics?
37. Well, it's kind of like those other classes I've been there and done that. Even basketball gets kind of old in grade school. I don't know, I think I just want to get to know as many things as I can, like broaden my spectrum.
38. Would the theme of "novelty" or activities with new skills be of interest to you or something that attracts you at this point in your life?
39. Yes, just to kind of get away from some of the things I've already been doing, and then I see something like fly-fishing, and I think awesome, I've never done that and that would be real cool.
40. We'll go back to the rock climbing. So far, you have mentioned it was something new, muscular fitness, so you mentioned the fitness aspect of it, to learn the skills so can maybe go on and continue to use them, and there might be some others too, but if.... Question #6
41. Top priority was probably learning something new and interesting because once you learn it, you can take it further. So, that would probably be my top priority. Second would probably be the fitness aspect, I know from HPR 105 that I could get something of it and get a challenge. Challenge for both the fitness aspects and that it was something new. Then I think it would be the scheduling because the social aspect isn't really a huge thing with me.
42. Ok, I am going to ask about the scheduling for a second. There is also a rock climbing class that is offered later that is just a weekend class, did you know about that and would it have made a difference? Just like the backpacking and canoeing.
43. As a student you kind of just want to get a credit as easily as possible and if you can get it in a couple of days, but I think you would definitely get more experience and information over a seven week period. But I don't know which one is better.
44. So if you could get it done on your own in a weekend, would you do that? And then climb on your own?
45. Yes, I guess
46. Ok, so I am just going to try and repeat what I think you listed as your order of reasons. Novelty or something new, the fitness aspect probably second with challenges or finding areas of challenge in there. Then third was scheduling and those were pretty much your top three?
47. Yup.
48. Ok, that's about it. Do you have anything else to add?
49. No.
50. Ok, thanks.
I. Subject
2. Interviewed on 1-31-2000 at 12:00 pm.
3. Indoor Rock Climbing

4. Question #1
5. My name is ____, I am second semester sophomore, education major, and I am taking indoor rock climbing, and I am 20.
6. Question #2
7. Yes, I've had bowling and strength training.
8. Let's start with bowling. What were some of the reasons you took the bowling course?
9. I took those activity classes because they are kind of nice, you get away from the daily grind. You get to do something fun and you get a credit for it.
10. Had you bowled before?
11. Yes. I bowled regularly, but it's kind of nice to go in and pick up some tips and get a little better and what not.
12. And with the strength training class, what were some of the reasons you decided to take that class?
13. I just wanted to see if I could pick up some new exercises just with trying to help me out with what I was trying to accomplish. I've been lifting for six or seven years, so I just wanted to see if there was anything that I could learn that would help me out.
14. With either one of those classes did you feel that your expectations were met or did you get out of the classes what you had hoped to?
15. Not so much out of the bowling. I would have liked to learn a little more as far as technique, but they kind of just go in and have you bowl. Strength training, my instructor went over how to train for if you want to get tone or to get big. The strength training one was nice, I got everything out of that that I expected.
16. Question #3
17. I have friends here that have taken it and everybody says it's like the greatest class on campus to take. Seriously, they say it is so cool and it's so much fun and it's really like as different of a class as you can get. You know and I have never done it before, so I thought that it would something that was kind of neat and if I like the indoor thing, I might be able to take it further and maybe do it outside.
18. Question #4
19. Um, I would like to learn how to climb well, be safe, and do everything right and know enough where I can take some friends out and do some little stuff or even go to REI and try to get other people to do it or get a group of people out somewhere. Apart from the knot tying skills, just a lot of the technique, just to be able to go where to go and learn how to do it and know how to be safe and not fall or put anyone else at risk if you go out with other people.
20. Typically when people think about a skill, they think of a physical skill, do you think there are any other kinds of skills that you may take away from this class?
21. I don't think there is anything else that I can take away from this class besides...like I said, knowing what to do.
22. At any point in time, did scheduling for your classes come into conflict with the classes you wanted to take? Or for example, did you know you wanted to take rock climbing or were there others you were interested in, but they didn't fit your schedule.
23. Yes, I knew I wanted to take it, I just wanted to make sure it fit and when I looked at the Tuesday-Thursday class setup, it just fit in.
24. Did you know anyone in this class?
25. No.
26. So you just know people in the past that have taken it?
27. Right.
28. Are any, or at any point in time do you take classes for the social aspects of it to meet people?
29. Not really. I sign up for a class that looks interesting and if I meet some people, that's cool and if I don't, I didn't lose anything.
30. So this is kind of for you?
31. Right.
32. Question #5
33. I wanted to sign up for the fly-fishing one, so that was full but looked kind of neat.
34. Have you fly-fished before?
35. No, my grandpa is big into it. And then the power volleyball class, that looked good even though I've played volleyball before.
36. Two different things I want to point out. At one point in time you mentioned you took a bowling class, something you were familiar with, you know and kind of get away. And then you mentioned power volleyball, another activity that you've had some experience with. And then you mention two others, climbing and fly-fishing that you've had no experience with. Two different ends of the spectrum. Is there any way you can elaborate on reasons why you might take one at one time and another at another time or is there really no thoughts to that?
37. Well, as far as when I would take them, there is no real thought behind that. At registration time, everyone pretty much just browses through the catalog and every time I look through it I see something different and didn't know and I just happened to see the volleyball. If I see something that I know about, but not a lot, it seems like a good idea to take the class and if I can learn more about anything that interests me and that other people have recommended, I'd take a chance with it.
38. So the indoor rock climbing was recommended to you?
39. Yes.
40. And the power volleyball?
41. I've never known anyone to have taken that.
42. Question #6
43. Well, the main reason I took it was because it was recommended and everyone said it was really cool. The second reason was probably that I had never done it and it was something new. Third reason I probably took it was ..... I guess I don't really know.
44. Ok, that's alright. Some of the other things that we've talked about were scheduling and that didn't seem too big of a deal, you also mentioned that you might take the skills and maybe take other people out using the skills you've learned? So, the first reason was that someone referred you to it. The second reason was that it was new and you wanted to try it out.
45. The next reason would probably to take it for credit and then to take other people out. Because I would probably do it more for me, having fun right now.
46. To acquire the skills?
47. Yes.
48. Ok, so to go back, the first one was because it was referred to you. The second one was because it was new. The third one because it is for credit and the last one is to acquire the skills.
49. Yes, and acquiring the skills isn't put last because I don't take it seriously, but I think more about just having fun right now than taking it with me in the long run.
50. So you mentioned having fun. If you had to throw fun in there, where would you throw that, just to have fun?
51. Well, that would probably fit right in there with number two because I've never done it.
52. That's a part of having fun, being involved with something new. So number two would be something new and having fun?
53. Yes.
54. Well, that's pretty much all I have. Anything you want to add?
55. No.
56. Ok, thanks.
1. Subject #10
2. Interviewed on 1-31-2000 at 1:30pm
3. Volleyball

4. Question #1
5. My name is ____, 20 years old, sophomore, physical education major, and the course I signed up for was volleyball.

6. Question #2
7. Yes, I had strength training or weight training with ____.
8. What were some of the reasons you chose to take that class?
9. To get back into shape, because I couldn’t fit lifting time on my own, so I figured through class I would.

10. Question #3
11. Well, I like just being active, so I figured that it would get me off my butt to do something. I had volleyball in high school in P.E. class and that was fun and I was good at it, so I figured I wouldn’t look too bad in a volleyball class and that would have been another sport that I would have done if hadn’t conflicted with the other sport, gymnastics, which was the same season.

12. Question #4
13. Just to have fun and to meet some more people that are in my major. To kind of build friendships mostly.

14. You mentioned that you had played it before. Did you know of anyone signed up for this class before you enrolled?
15. No.

16. So, you kind of sign up for it, and as a result, you meet people?
17. Yup.

18. Were there any schedule conflicts when you were signing up? Were there other classes that you looked at but due to schedule conflicts you weren’t able to take them?
19. I was also looking at yoga and tai-chi, and they either didn’t fit into my schedule or they were full. But volleyball fit into my schedule.

20. With the volleyball class, what type of skills do you hope to take away?
21. As far as the skills that they are going to teach, I pretty much know all of them from high school, so it’s more just to get better at volleyball and learning how the game works. Because we have only had one class and they have already gotten into setters and spikers and formations and I wasn’t aware of any of that. Cause when we were in high school, in gym class, it was more like six on six, with three in the front and three in the back and as long as the ball goes over.

22. Question #5
23. Yes, my goal is to try and get one in every semester, so that I am doing something and being active.
24. Being active is pretty important to you then?
25. Yes, pretty much. It’s in my blood.

26. If you weren’t in the class, would you be able to find the time to be active?
27. Yes, I think so. It might be later in the day, after I work or something but I would be tired and sometimes you don’t want to do anything. Having a scheduled time in the middle of the day though makes it a lot easier to go do it.

28. Repeat Question #5
29. Well, I mentioned earlier I would like to get into yoga or tai-chi. Some of the classes sound really cool like hang-gliding, stuff like that you don’t get to do everyday, so maybe later in my college years I might go do that.

30. You have a few different themes here. You have already taken a strength and conditioning class, and you are interested in taking a yoga or tai-chi class. Do you feel there is any aspect in common with these three activities? Or do you feel that they are different in some ways to your volleyball class?
31. I think they are different classes or at least they have different goals with each different class. As far as yoga, I’m not really familiar with what that is except for a lot of stretching and trying to get relaxation and stuff like that. Strength training was to get into shape. Tai-chi, I’m not exactly sure why I would take that, but for relaxation and toning your body and being involved in sports, they can all kind of tie into yoga and where your body is at and what it is doing. With volleyball, I just took it for fun.
32. As far as fun goes, what other activities would you take for fun reasons?
33. I would have to look at a registration book and see them in front of me.
34. You also mentioned the hang-gliding, why would you take a class like hang-gliding?
35. It just sounds cool and fun. I mean it would probably be scary, but why do people go bungee-
   jumping? It's for that rush. So to be able to go back home and tell my friends that I went hang-gliding
   at school and they would all be like, no way, and I would be like yes, because you don't get to do it
everyday.
36. So that's not the same reason you would take a volleyball class?
37. Right.
38. You mentioned hang-gliding, tai-chi, and yoga. All of those I believe you haven't done, is that
   right?
39. Is there something about new activities that attracts you then?
40. Yes, definitely.
41. But with the volleyball, you said you were familiar with it. Are there certain classes that attract
   you because they are familiar?
42. Sort of, I knew a little about it. I wanted to get to know it more and wanting to teach physical
   education, volleyball is bound to be one of the activities that I'm going to have to teach. I guess I'm
   trying to get as much background as I can, like learn how the game is played and playing itself, I might
   have a pretty good background to work with.
43. Establishing skills is really important then?
44. Yes, improving what I already know and learning something new.
45. Question #6
46. The most important reason is because it is a fun class and a time to relax. Second, it is one of the ESS
   classes that fit into my schedule that I was willing to do, scheduling I guess. Third, just being familiar
   with it because I wouldn't want to go in there and not look like I knew what I was doing and having
   people laugh at me.
47. Does that make it more fun for you?
48. I would say yes, because just about everyone in the class has had some volleyball experience, but if I
   were to go in there and have no idea what I was doing, I think I would stick out and I wouldn't want to
   do that. So, that was one of the reasons. And then just trying to improve my skills, because I will
   probably end up trying to teach it sometime, it wasn't a really big priority, but it is there.
49. Those are three main ones then? To have fun and enjoy yourself. The second one was
   scheduling and the third one was to learn the skills needed to go on and teach later on?
50. That sounds about right.
51. Ok, is there anything else you want to add?
52. No.
53. Alright, before I let you go though, I have another question. You mentioned that part of having
   fun was going into a classroom and being familiar with the activity. But you also mentioned tai-
   chi, yoga, and hang-gliding?
54. Yes, I was actually thinking about that as I was saying it.
55. Is there a consistent pattern of measure with what you feel comfortable with and that you are
   willing to try?
56. Well, if you go into hang-gliding, tai-chi, or yoga, it's a question of how many other people are going
   to be familiar with that kind of class? So, I go in there and I'll probably be starting out just like
   everyone else, but there might be a few people that have taken it at the YMCA or something like that.
57. But volleyball is more traditional, so most people have tried it?
58. Yes, I would say it is more general.
59. Ok then, do you have anything else you want to add?
60. Nope.
61. Ok then, we will go with that. Thanks.
1. Subject #11
2. Interviewed on 2-11-2000 at 8:15am
3. Snowshoeing

4. Question #1
5. My name is ____, I am 21, I am a senior, I am a math major, and I signed up for the snowshoeing/winter backpacking class.

6. Question #2
7. I took one other one. It was outdoor rock climbing.
8. What were some of the reasons that led you to take that class?
9. Because I had rock climbed before with my family and I wanted to learn different techniques and meet different people.
10. Did you need to take the class for credit or did you take it more for other reasons?
11. I think I just needed the credit to be a full time student.

12. Question #3
13. I have winter camped twice before and snowshoed, so I thought it would be a good weekend to do that again. And I didn’t think I would get another chance this winter to do so.
14. When you looked at all of the other classes, was it this class that jumped out at you the most?
15. Yes, definitely.
16. Did you know of anyone signed up for the class when you enrolled?
17. No, I wasn’t aware of anyone.
18. Were there any schedule conflicts with this class or did you look at it and just new it would fit?
19. No, scheduling wasn’t a problem.

20. Question #4
21. Well, I was hoping to go snowshoeing, so I hope we still get to do that, but just have fun, and have a good weekend. I just don’t know how much snow is going to be there though.
22. What do you hope to take away from this class, are there any particular skills or lessons?
23. Just to be a better winter camper and learn more winter survival skills.
24. You do have some experience with these activities though?
25. I have winter camped twice and have gone snowshoeing.
26. Have you backpacked a lot before?
27. No, I haven’t. It’s just something that I have tried and would like to get better at it.

28. Question #5
29. I would have liked to take the canoeing one and I did look at the indoor climbing class.
30. What are the attractions for you in those classes?
31. I worked on the ropes courses at a boy scout camp, so I have done climbing walls and ropes courses.
32. All of the classes that you have mentioned appear to have things in common, rock climbing, snowshoeing, and you have interests in taking canoeing and another rock climbing class, is there a theme there that attracts you?
33. I like to stay active and try new things outside.
34. So, the outdoor nature is a big part of it?
35. Yes.
36. When you sign up for activity classes, you have a ton of options. You could have taken volleyball or bowling....
37. Bowling didn’t fit into my schedule.
38. Ok, does scheduling actually play a role or are you not as interested in those activities?
39. A little bit, but I was definitely more interested in snowshoeing than volleyball.

40. Any particular reason?
41. I liked it better.
42. Scheduling doesn’t seem to be a factor then, so do you take any of these classes for social reasons? You mentioned you didn’t know anyone in this class before you signed up, does that matter to you?
43. No, that really isn’t an issue.
44. You are familiar with the activity, you hope to get better at some of the skills involved, and we have talked about some other factors, ...Question #6
My first reason was to have fun. My second reason was that I had enjoyed it before and didn’t think I would have another opportunity to do it, my friends are not really outdoors people and I can’t exactly get them to go camping with me. The fourth reason was to meet new people and get some outdoor friends. Five, I want to learn new skills and use the skills that I have.

Let’s see if I can repeat those. Number one and foremost is to have fun. The second was dealing with your familiarity with it and wanting to get better at it. Your third and fourth were both kind of dealing with people and the issue that your friends don’t really do this, so it is a good chance to meet other people that do it too. And then the next one was to improve your skills.

Yes, that’s pretty much the order.

Is there anything else you would like to add?

No, those are pretty much the reasons.

Alright then, thank you.
I. Subject

2. Interviewed on 2-11-2000 at 8:45 am

3. Snowshoeing/Winter Camping

4. Question #1
5. My name is _, I am 22, I am a senior, I am in Physical Education, and I am taking snowshoeing.

6. Question #2
7. Just ESS 120, which I had to take.
8. But no activity classes?
9. No.

10. Question #3
11. I already love winter camp and I thought that snowshoeing would definitely add something new to it. I thought it had a lot of variety where we could set up camp and go snowshoeing.

12. You have already done some winter camping, but you really haven’t snowshoed, so half of this is new and half is something you are familiar with?
13. Yes.

14. Question #4
15. For winter camping, just honing my skills, setting up faster, possibly setting up snow caves and shelters if we can, because that would be a big help. And snowshoeing, I really don’t know that much, I just kind of want to give it a try. I’ve been on them once and I basically just walked on them, it’s a lot different when you are out there with just a backpack on. So, I hope to get the feel, familiarize myself with it.

16. When you think of walking away from this class, do you think of yourself walking away with just physical skills, or do you see other lessons out there that you hope to walk away with?
17. No, actually I think of myself walking away with mostly cognitive skills. Because we talked about the equipment, and now just getting ready for a trip, getting your pack packed up, bringing the right sleeping bag, knowing how to snowshoe and stuff.

18. When you were looking at classes to take, did you run into any schedule conflicts or was snowshoeing the only class you were interested in?
19. Actually, right when I saw snowshoeing, I knew that’s what I wanted, so there were no conflicts.
20. Did you know of anyone in the class when you were signing up?
21. No.

22. Would social reasons have anything to do with your signing up for this class?
23. No, just to familiarize myself with the activity.

24. Question #5
25. They would be hang-gliding, I’m hoping to get a triathlon started, otherwise no not really.

26. You have a lot of options in classes. For example, you have volleyball, bowling, golf, canoeing, rock climbing, hang-gliding, scuba diving, tons of options, but you chose snowshoeing and hang-gliding, and a possible triathlon class. Are there any themes present there? Are you attracted to certain classes and are you staying away from other classes?
27. I like to stay away from the activities that I already know about. Like mountain biking, I’ve been doing that forever. Scuba-diving I’ve done before. So, pretty much all of the classes that I would be interested in would be classes that I don’t know that much about and that I would want to get to know more about them. Like trail riding wouldn’t be something for me.

28. How about volleyball?
29. No, I think it would have to have an outdoor theme.

30. Any particular reason?
31. I love the outdoors and it’s just something that I enjoy.

32. Question #6
33. Ok, the first major reason I signed up for it was for the snowshoeing part, just being able to get out there and snowshoe, try running, try hiking with a backpack on and everything.

34. So would that be honing in on skills, to have fun with the activity?
35. Just the basic skill.

36. To learn the basic technical skills of snowshoeing?
37. Yes. The second one would be to hone my skills with winter backpacking and camping. Like I said earlier, just the packing part, the equipment part, and stuff. The third reason, I would probably say
were the social aspects. I like the people that take these classes, because of the similar interests and having something in common. If you want to stereotype people you can stereotype people, I mean outdoor people are a lot different, they are a lot more laid back, they are cool to hang out with. I like that and they are a lot more open with you. Unlike being a math major.

38. Being a math major, we have a math major in the class.
39. Yes, that's true.
40. Ok, so far what I've heard is two. One is to hone in on skills, regardless if they are for snowshoeing or winter backpacking or camping, the point is you want to improve your skills. The second one was to meet people or the social aspect of it. So with the social aspect of it, where does fun come into it?
41. Oh, at the top of the list.
42. Is that number one? Is that more important?
43. Yes.
44. Just to have fun is more important?
45. To have fun with other people.
46. To have fun with other people and social reasons is number one? I'm not trying to change anything, I'm just trying to figure out what is most important to you.
47. No, the number one is to learn the skills and try something new with snowshoeing.
48. Something novel is now in there. So, to improve skills with something novel.
49. And then the winter camping, just getting better at it, and then the social aspect. And then the social aspect is something fun to me.
50. So your number then, all encompassing, is something social and fun and enjoyment?
51. Yes.
52. Ok. At any point in time, does competition come into your activities?
53. No, because I already have enough competition in my life. I compete already.
54. Anything else that you want to add?
55. No.
56. Ok then, I think I get the general idea of why you took the class. To improve the skills, improve skills, social, and to have fun.
57. Yup.
1. Subject #13
2. Interviewed on 2-21-2000 at 11:15
3. Cross-country skiing/Winter Camping

4. Question #1
5. My name is —-I am 23 years old, this is my third year here, I just applied for the school of education for social studies, I want to be a high school teacher, and I am taking the cross-country skiing weekend that we are suppose to camp out on.

6. Question #2
7. I took one a year ago, and that was backpacking.
8. What were some of the reasons you took the backpacking class?
9. At that point I had never gone backpacking before, I’ve camped before and I’ve hiked before, but never had carried my stuff in and camped. I figure 1. the best way to do it your first time would be with other people and some people who knew what they were doing.

10. So far as it being something new, had you cross-country skied before?
11. Yes.
12. And you have car camped before?
13. Yup.
14. But you just haven’t backpacked before and done the whole thing?
15. Right.
16. So what were some of the things you wanted to take away from the backpacking class?
17. Well, of course a change of pace and something different to do on a weekend. Just to meet people because something like that where you are with new people for such a concentrated period of time, it’s amazing how you get to to know somebody that quick. I guess I’ve always wanted to do that sort of thing. There was an opportunity for me to do it and I hope in the future to do it more often, so I basically I wanted to get some experience.

18. A big part of it is to work on skills then?
19. Yes.

20. Question #3
21. Well, first of all, I wanted to take the snowshoeing, but it was filled up and the other option was cross-country skiing. I have cross-country skied before and I like to do that. I haven’t done it much for a while.
22. The same thing with the backpacking, I thought it would be an odd experience for it, it would just be a weird combo, to cross-country ski with a big pack on. I don’t know, it would just be a different event that I had never done.

23. Question #4
24. Well, it’s going to be kind of different because of the weather. One thing was learning the snow shelters and stuff like that and more just working on skills. Be more efficient with setting up camp, and also meeting different people and I think there is only one person in the whole class that I already know.
25. Did you know them before the class was started or that they were planning to sign up for it?
26. No, we actually met last year in another activity class, the backpacking class. He just happened to be in this one too. Last year I actually signed up with my girlfriend and she was the only person I knew ahead of time.
27. Ok, a couple of things then. You mentioned that you would have liked to sign up for the snowshoeing class, but it was already full. Then, does scheduling have anything to do with how you sign up for classes or has it caused other problems? I also noticed that all of the classes you have mentioned are weekend classes.
28. Yes, I would say so, I don’t know when else you could do a class like that. Then obviously I did a backpacking one last year so I wanted to do a winter one, so the seasonal part had to deal with the scheduling.
29. When you were looking at the classes, you chose to take a weekend class over all of the others that you could have taken for more extended periods of time over the semester.
30. Oh, I forgot about those.
31. Do you have a preference? Was it the activity or the fact it met on a weekend that attracted you to it?
32. Well, both really. I forget about those other classes. They both are only one credit. It just seems like with those there are a lot more time, it's like a weekly schedule, and the weekend one is just one shot and you just have to schedule around that one weekend. At my stage in school, I still have quite a bit of credits to still to take and I know some people towards the end just kind of take classes as fillers. So right now with me, I just rather take the weekend ones.

33. Therefore, a big part of why you signed up for this class was due to the scheduling, the fact that it met on a weekend. When you looked at taking classes, did you just look at the ones that met on weekends?

34. Yes, for the most part. There were some others that were offered during the week, but it's just out of the question right now.

35. Alright, so scheduling is very important. In the backpacking class you took, you mentioned your girlfriend was in the class and with this one you didn't know anyone in the class. So, at any point do the social aspects of the class factor in towards your decision to take a class or not?

36. Well partly. Those types of courses I am taking, the people usually have similar interests, so I hope to meet people and establish friendships not just for the weekend. Because I am one of those of people who have had a few in and outs with being in school, so I don't have a real wide range of friends. Any new opportunity you know.

37. Would it be any different than for a rock climbing class?

38. Not really, that was one of the ones I was looking at too that rock climbing weekend.

39. How about a volleyball class?

40. That would be fun too but it would be different. I think for me that would be different, because it would be a different crowd I guess.

41. Would you say there are different side benefits from the classes you choose as far as your social factors, but taking the class, would it be more for the activity than and as a result you get social benefits within?

42. That makes sense. I look at the activity first. I wouldn't take something if I didn't like the activity and then take it just for the social reasons.

43. Cross-country skiing, would this activity be competitive to you or non-competitive, how do you associate the activity with competition or do you not?

44. I'm a pretty non-competitive person, I mean I haven't cross-country skied for a couple of years so I've never, well, I don't want to be the one at the very end but you know.

45. At any point do you think you would choose a class because it had a competitive nature? Are you attracted by it, do you avoid it, or you kind of indifferent?

46. I guess kind of indifferent, if it ever gets to the point where I take a class like volleyball and the people I am playing with get really competitive, then I wish I could back out and avoid it.

47. Question #5

48. The rock climbing one, the outdoor one, I just think it would be more fun to be outside and spend the weekend outdoors. There is such a big list, I don't know if I will be able to remember them all. I would like to take the yoga class, the weekly one. I've heard a lot of good things about it and it's a totally different form of workout. The ballroom dancing.

49. Have you done either of these?

50. No.

51. Ok, so you haven't done yoga and you haven't done ballroom dancing, at the time, you hadn't backpacked, and cross-country skiing, you've done, but you haven't done it where you spend the night. The theme there is that they are all pretty new activities for you, does the novelty or the newness of an activity attract you to it?

52. Yes, I would have to say quite a bit. I was just thinking of some of the activities I've seen and I was remembering the snowboarding and downhill skiing and I wouldn't take those because I've done those activities a lot. It's almost like when I'm scheduling my classes, I look at some of them, I don't mean they are a waste of time, but I've done those before and there are so many other things that I haven't done so I would like something new.

53. Did you get any exposure to those activities back when you took Physical Education?

54. No, you mean which classes?

55. Any of the ones you mentioned like yoga, cross-country skiing, and backpacking?

56. No, well we did do a night ski in high school.
57. Was that your first exposure to it?
58. No, my father has always skied.
59. Are there any other activities that you might be interested in?
60. There are so many.
61. Ok, but are most of them new activities for you?
62. Yes.
63. So would you say the new' is important than?
64. Yes.
65. Where does fun fit into the whole issue, does it fit into all of the activities for you?
66. Yes, I think it does. When I compare it with other regular weekly courses, I think they are a lot more fun and a lot better than just sitting in class.
67. Are certain ones more fun than other ones to you, or from activity to activity?
68. I think the weekend ones would be more fun because with the weekly ones you might actually have to have something ready, it's more of a class that way instead of an adventure. It's easier to have a lot of fun in a short period of time as compared to having a lot of fun for a long period of time or a whole semester.
69. With the social aspect, the weekend classes you are working with a group for a concentrated amount of time, so it is more of an experience if you do interact over that weekend.
70. In a sense you are almost forced to, not forced to, but you see in such tight quarters that you almost have to open up as a result.
71. Question #6
72. I would have to say to have fun was the number one reason. Number two would probably have to be doing something new or different, and then probably the scheduling, just out of reality to make sure it fits and all. Then, probably the social.
73. You sound hesitant. You don't have to use social if it wasn't a part. Was it a factor or more like a bonus from the class?
74. It's kind of important but it is also just kind of a by-product of the class. I guess it really isn't a factor and more just like a goal from the class, because I would probably still take the class even if I knew I wouldn't really meet anyone. I can't remember what else.
75. Ok, basically to have fun and enjoy the class. Number two because it is new and an opportunity to try a new activity. Three would be the benefits of having it on a weekend and all of the scheduling benefits. Four, I guess would be that there are social benefits. How does that sound?
76. With the social, it's just being in a different atmosphere where the students might be totally different than they would be in a normal classroom. I guess the environment has a lot to do with it, just like I would probably take the outdoor rock climbing class as opposed to the indoor rock climbing, basically because of the environment.
77. Does that make you look at the ranking any differently now that you look at it? Does the environment fit anywhere in there for you?
78. I don't know, I guess it is kind of more important than the social reasons but it kind of fits together with it. If I take it because I want to be in the outdoors, there is a good chance that that is the same reason someone else did and therefore we might have more in common.
79. I'm curious about the scheduling. When you looked at the catalog, did you just look at the classes that were offered on the weekends? In other words, is fun second to the fact that you wanted a weekend class?
80. No, I would say that it is important, but fun is the most important. You are right by saying that I immediately looked at the weekend classes, so that probably was more of a priority than I gave it credit for. It probably is a little more important than being something new. I would still say to have fun was the number one. Then it would be the schedule factor because it was a weekend class. Then I would say I was attracted to the newness of it and then the environment and maybe the social factor.
81. Ok, is that the way you want to keep it?
82. I think so.
83. Well, we'll keep it that way then. That's all I have, so do you have anything else you want to add?
84. No.
85. Well good then. Thanks for your time.
1. Subject #14
2. Interviewed on 2-25-2000 at 12:00pm
3. Cross-Country Skiing/Winter Backpacking

4. Question #1
5. My name is ____, I am 19 years old, my birthday is in a month, I am a second semester sophomore, my major is telecommunications which is subject to be changed again, and I am enrolled in the cross-country skiing/winter backpacking class.

6. Question #2
7. No.
8. So this will be your first?
9. Yup.

10. Question #3
11. Well first, I wanted to take the canoeing course and it got closed, hang-gliding, even if it was $170, snowboarding, I just wanted to take because I wanted a credit and I like to be outdoors. I think at a point I was just interested in taking a fun course that I could get a credit for. I have cross-country skied before too so I knew kind of what I was doing and I like to camp.
12. It was something that you were familiar with on the most part?
13. Yes.
14. You mentioned a couple of other classes. Hang-gliding, have you done that before?
15. No.

16. Have you canoeed before?
17. Yes. At a camp, a summer camp, I had tried it before.
18. And snowboarding, had you done that?
19. No, but I want to do it.

20. Ok, so just out of those, there are some themes there. Half of those you have kind of had experience with and half were new activities. But all that you have mentioned have been outdoor related. Is it the outdoor aspect that attracts you or is there an attraction towards certain novelty activities or trying something for its newness?
21. No, it's definitely an outdoor attraction and I keep wanting to do things outdoors. I really want to be out there, because I enjoy it a lot, so that was probably the reason I took it.
22. With the cross-country ski class, it is something that you have done before, but that wasn't really as important as the fact that it was an outdoor class?
23. Right.
24. Did you know of anyone that was going to be taking this class when you signed up?
25. My friend signed up together.

26. Were you both going into the class with the same expectations or was it your interest and they said that it would be a cool class to take as well? Or did you just look at the classes together?
27. We were looking at them together, we read something that was going to be fun, so we just picked it together because we couldn't get into any of the other classes.

28. As far as that goes then, the social aspect does play a part in your signing up for this class?
29. Yes.
30. Now we can go with scheduling too. At any point in time were you looking at classes that didn't fit into your schedule?
31. What do you mean?
32. When you are looking through the catalog of all the classes that are offered, at any point were you interested in taking a class, but it didn't fit into your schedule? Or, when you looked at cross-country skiing, was it the activity itself that attracted you, or was the fact that the class met on a weekend that attracted you first?
33. I have such a busy schedule right now that it probably made a difference. My weekends are basically free and I am getting really, really sick of going out and getting drunk with everybody that pretty much gave it up so that I could do other things so that I could do things that are more beneficial for me anyway.

34. So the weekend thing was attractive?
35. Yes.
36. Right now then, we have that you are interested in the outdoors, or you enjoyment in it is important. This activity you were familiar with and you signed up for it with a friend. The scheduling was attractive. Question #4.
37. I would probably have to say how to learn how to build a tent out of snow. I don't know, I guess I hope to just broaden my group of friends that have the same interests as me, getting to know more people because you are with this group of people for a whole day and a half and you really get to know them.
38. Social issues are huge influences than?
39. Yes.
40. Does it matter that it is a weekend class, would a semester long class be somehow different? Would you still be able to meet those people if the timing of the class was different? For example, if you were in a seven week rock climbing class would the social benefits be similar?
41. Probably yes.
42. How about a volleyball class?
43. Oh I hate volleyball.
44. Any other things that you hope to get out of the cross-country skiing class, any other expectations?
45. No, not really. Just having fun.
46. Question #5
47. I am enrolled in a backpacking class this semester, canoeing, snowboarding, and whatever I can get into.
48. There is an outdoor theme than definitely?
49. Yes.
50. What aspects of the outdoors are so attractive to you?
51. The quietness, a lot of that. The ability for complete sanity for me. I can just sit out there and not listen to somebody else's apartment like banging, listening to their music just rattling my walls. Ever since I was little we've gone and being outdoors, it gave a lot for me.
52. When you are looking at all of the activities, I am pretty sure I get the idea that the only ones you are looking at are the outdoor activities or the outdoor adventures?
53. Yes, if they had bungee jumping, I would do that too.
54. That I'm guessing, is pure adrenaline. Are certain classes taking for the adrenaline, because earlier you mentioned taking classes outdoors for almost a form of peace?
55. Yes, yes. There is both, I am an adventure seeker, but there are also times, when I just want time to myself. And I can find time for myself even if I go in a group whenever one else is still sleeping and I'm up or I can take a walk. But I do look for both.
56. Would the cross-country skiing trip be more for the peace, the adrenaline, or to just get away?
57. More probably for the peaceful aspect of it. Because when you are cross country skiing, you do have the ability to go, well there isn't a lot of talking. Maybe some laughing when someone wipes out, but it's just something that makes you feel better that you are doing something instead of sitting around the whole weekend.
58. With any of these outdoor activities, do you feel that there is a competitive nature?
59. No.
60. Is that another thing that attracts you, that there is no competition?
61. Yes, but it doesn't matter, I can be competitive when I want to be competitive. I wasn't really keeping that in mind when deciding to take it.
62. Question #6
63. The first reason that I chose to do it was that I had experience with it and I thought it would be fun to go out and do it and have some learning in it. The second reason I took it was to just get away. The third reason was probably the social. The fourth reason was to just see what the classes are like so when I take it in the future I will know what they are like. The fifth reason then, I don't know, I guess to learn how to build a tent in the snow and the skills.
64. Ok, so number one was to have fun. You were familiar with it so you knew the enjoyment of it. And then we got the rest, so all of the way done to number five. That's pretty much all I had, is there anything else you would like to add?
65. No.
66. Alright then, thanks for your time.
1. Subject #15
2. Interviewed on 3-23-2000 at 12:30pm
3. Indoor Rock Climbing

4. Question #1
5. My name is _, I am 23, a junior, I am in Recreation Management, and I'm in rock climbing.

6. Question #2
7. Yes, mountain biking.
8. What were some of the reasons you took the mountain biking class?
9. Well, I am into mountain biking. I wanted to meet some people in the school that were doing the same thing.
10. When you signed up for the class, did you know of anyone else that was going to be taking the mountain biking class?
11. No.
12. So, in some part did you take it to meet people?
13. Yes.
14. And you were familiar with mountain biking before the class?
15. Yup.

16. Question #3
17. The main reason was because I had dropped a class and I had to fill in some credits to fulfill requirements. That was kind of the motivator. I kind of started rock climbing this semester and got belay certified at the new wall, so I wanted to get into it and meet some people that were doing this too.
18. You mentioned it was to fulfill a credit, so when you were looking through all of the activity classes, did rock climbing jump out at you more than any of the other activity classes?
19. Um, no, pretty much I dropped the other class in the middle of the semester, and all of the other classes were full, so I was trying to find anything I could get into.
20. Scheduling was a big factor then?
21. Yes.
22. You mentioned the social aspect again, is the social factor something that leads you to take a class? Did you look at the rock climbing class as a class where it might be easy to meet people in it, and therefore chose to take it because you may meet people in it?
23. Yes.
24. Again, it is something you are somewhat familiar with, but does improving skills in rock climbing come into play at all?
25. I like to pick up anything new, that would be fine, but if I improve a little bit, that would be okay, but it isn't a real huge factor for me.
26. Question #4
27. Well, I hope to fulfill that credit. I hope to meet some people and have some fun.
28. Both of your activities, first mountain biking and now rock climbing, were both of them scheduling?
29. Mountain biking I took just because I was into it and that I wanted to take it.
30. Both of these activities have an outdoor nature, do you steer towards activities of that kind more so than an activity of a more traditional indoor setting, such as a volleyball or basketball class?
31. Yes, definitely, I just like to be outdoors in a natural environment.
32. Is it the environment that attracts you or are there other factors that influenced you too? Did you do any of these activities in high school in PE?
33. I don't know, I guess we did baseball, which is outdoors I suppose, but we didn't do any mountain biking or rock climbing or anything like that, it was pretty much just your standard PE classes.
34. How new is rock climbing for you again?
35. Oh, about a half of a year.
36. How did you get into that? Was it the social aspect again?
37. I would work out at the gym and I would see them building the new wall and it looked really cool and I wanted to get into it, and see what it is like. But that's pretty much all.
38. Do new activities attract you, bring you in, or intrigue you to take a certain type of class?
39. It would have to depend on the activity, certain aspects of risk and things like that, something with a little risk in it and have to step out of the comfort zone.
40. So the challenge/risk factor is there and present when you think about certain classes?
41. Oh yes.
42. Question #5
43. I’ve got that hang-gliding in mind.
44. Is that for the risk factor?
45. Yes. That would be a big part of it. I did the scuba diving and things like that, but pretty much the hang-gliding would be up there.
46. When you took scuba diving, what were some of the reason you chose to take that?
47. My friend’s dad owns a scuba shop. I live in Milwaukee, right there on Lake Michigan, we can get equipment and go scuba diving almost anytime. But you need to be certified.
48. So, it was for the certification?
49. Yes.
50. About the activity itself though, did you just think it would be cool or was there an element of adventure with it, the risk factor?
51. I thought it would be cool. I have always been kind of into the water and looking around down there.
52. Okay, so you mentioned the hang-gliding class, are there any other classes that you are interested in taking if you had the chance?
53. That ropes course looks interesting.
54. Is that a weekend class?
55. I’m not sure.
56. We’ve talked about a lot of different things now. You had a bunch of options for classes to take, was it the scheduling again, or were you really interested in taking the rock climbing class anyways?
57. It was the scheduling, if fly-fishing were available, I would have probably of taking that. But I’m not really interested in fish though or fishing, or any type of activity like that, like tennis, or anything like that. Just mostly the risk factor and going out and having fun, and even backpacking isn’t that risky, but just being outdoors and in the woods, I like that.
58. Question #6
59. This particular semester, it was definitely for the credit. It is a totally different situation than with the mountain biking last year when I did it because I just really wanted to do it and meet the people in it. Rock climbing is something that I would have probably done, but I have to admit this semester, I did it definitely for the credit. Meeting the people, maybe picking something up, finding out some places to go rock climbing in Wisconsin.
60. Where does the risk factor come into play, is that more important than meeting people or how do you feel?
61. It would be kind of the same thing, meeting people that have similar things in common, like risk. It kind of goes hand and hand. And meeting people that like risks, you’re taking a risk with them, and trying to have fun with those people.
62. Ok, to see if I’ve got you. The first one is credit, the second one was to meet people and the risk in that. Next would be to improve on skills and finding some places to go. Perfect, anything else you want to add?
63. No.
64. Okay then, that’s it, thank you and enjoy your day now.
1. Subject #16
2. Interviewed on 3-24-2000 at 12:00pm.
3. Indoor Rock Climbing
4. Question #1
   5. My name is ____, I am 18, I am a second semester freshman, I am taking rock climbing, and I am a business major as of now.
6. Question #2
    7. No.
8. Question #3
   9. I signed up for this halfway through the spring, because I didn't know about it. I then find out about it and really wanted to do it because I love climbing, and sometimes when I get up a little too high, I get a little afraid and I want to overcome that fear so I can climb more often.
10. So you have climb before?
    11. Yes.
12. When you were looking at the activity classes, were you looking to take one during the last seven weeks of the semester or did it not matter?
    13. It didn't matter.
14. You had all kinds of choices of activity classes to take, so what were some of the factors that led you to choose rock climbing over any others?
15. I took rock climbing because I have had rock climbing before and I enjoy rock climbing. There are so many opportunities around La Crosse area that you can rock climb, so I would really like to get more involved in it.
16. Question #4
17. I wish to become certified in belaying. I want to learn how to climb differently, doing crack climbing, and all kinds of different things, and just trying to overcome that height level and just going for it.
18. So the height thing is kind of a fear or a risk factor?
    19. Yes, it's like I'm up there and I move but it takes me forever to move.
20. Does that attract you, that sense of fear and perceived risk?
    21. Yes.
22. Would that theme cause you to take other classes?
23. Yes, definitely.
24. Have you climbed at the Rec. center?
25. No.
26. Did you know anyone in this class before you signed up for it?
27. No.
28. Are there any social factors involved with your taking certain classes? Are there any social expectations to meet people?
29. Well, I mean I expect to meet people. You have to trust the belayer you are with, and they have to trust you, so I expect to get some type of relationship, not necessarily a great one, just so that you meet people in the class.
30. That works. Scheduling, at any point in time did other classes fit into your schedule better or did you look at rock climbing, realized that that was the class you wanted to take, it fit into your schedule, so you took it?
31. Rock climbing fit my schedule really well, because I don't have classes in the evenings on Tuesday and Thursday. So, it was perfect.
32. So, scheduling really wasn't an issue, it just fit?
33. Yes.
34. Question #5
35. I would like to take mountain hiking.
36. Have you mountain biked before?
37. Yes. I don't know, I just want to experiment and try a few different things, maybe take a dance class.
38. Mountain biking and rock climbing are kind of similar. Dance is more of a totally different thing. There is also a whole bunch of classes like bowling or volleyball. Do classes like that interest you at all?
39. Snowboarding interests me. Cause that is different, I've never snowboarded before and I would really like to try that. You know, like some of them, like bowling would be kind of fun, just for kicks, I don't know if I would get anything out of it.

40. I'm going to try and relate this next question based on previous physical education experiences you have had. I'm guessing you have taken basketball and volleyball. Do you feel that you would be attracted to take those at the college level now or is it more....?

41. I think it is because we've taken basketball and volleyball, and specific things you have to do in gym from kindergarten to your senior year in high school, you've been there, you've done that, and if you don't play the sport or haven't played the sport, then I don't have an attraction to it. Whereas rock climbing, canoeing, kayaking, I took a class on that my senior year and I loved all of that stuff. So, I am more interested in the different types of sports now than just your more typical sports.

42. A lot of the ones you have mentioned have revolved around the outdoors, is that just a certain atmosphere that promotes these activities or the environment promotes these activities? Is it the outdoors as well that attracts you?

43. Yes, I like being outdoors and not just being cramped up inside a gym or whatever and doing things. I like to be outside and experience the different aspects of nature and what they can let you do.

44. Any other activities that you think you might be interested in? You have mentioned mountain biking and dance...

45. I'd like to do a canoeing or kayaking class.

46. And you mentioned snowboarding.

47. Yes, but I can't think of any others right now?

48. We will go back to the rock climbing class. You also mentioned that you would like to work on some skills, or to improve skills is in their somewhere. So, we have talked about a lot. Question 46.

49. My first one is because I like to rock climb. The second one is that I want to become more familiar with it, and more than just the introduction that I had. To be more involved with it. So the second one is, I want to get my skills better. The third one is it fit into my schedule really well and I thought it would be a great way to release the week and stuff like that.

50. Does the social factor fit into there anyplace?

51. No, it's just kind of a side benefit.

52. At any point in time, does competition matter to you?

53. Not really, not unless I am aiming to compete.

54. And that wasn't something that you were aiming for in this class?

55. No.

56. Okay, I think we have covered just a little bit about everything. First, you were familiar with rock climbing, it was something that you had done. You wanted to become more familiar with it, which led right into your second one, as far as improving skills. And then the third one was scheduling, and you have a couple of other ones, but they weren't any big deals and didn't really matter. Is that about right?

57. Yup.

58. Okay, is there anything else you want to add?

59. No.

60. Well, I guess that is it. Thank you.
1. Subject #17
2. Interviewed on 3-24-2000 at 12:30pm.
3. Golf

4. Question #1
5. My name is , I am 21, a junior, management information systems is my major, and I am taking golf.

6. Question #2
7. Yes I have. I took golf last year, I am in bowling, and I also took bowling last year, and I took a swimming class.
8. So you have taken golf now twice, bowling twice, and swimming?
9. Yes.
10. What were some of the reasons you took golf the first time?
11. Just to have fun and warm up for the summer, to kind of practice a little.
12. You're a golfer then?
13. Yes.
14. How about the bowling class?
15. I just did that for fun. All of my friends decided to sign up for it, so I decided to do it as a fun little class.
16. Both times you knew people going into the class, so was it somewhat for social reasons?
17. For bowling yes. Golf I did it to just warm up and practice.
18. And swimming?
19. Swimming I took just to get re-certified in life-guarding.

20. Question #3
21. Um, pretty much the same, to brush up on my skills before summer came. It was at a good time in my schedule, it fit in. I just love golf, so I decided to take it again.
22. Did you know of anyone taking the golf class before you signed up?
23. I didn't when I signed up for it but I do now that I'm in it.
24. Alright, while we are on that subject, at any point in time did you choose to take golf this time for social reasons?
25. Not really.
26. You mentioned the schedule a little bit and how it fit in. Were there other classes that you were interested in that did not fit into your schedule, or was it that you looked at the classes offered, saw golf, and decided that you liked it and that you wanted to take it again?
27. It was pretty much that I wanted to take golf again and it fit in. I kind of looked at some others but I didn't..., I had taken bowling, so I was pretty full with my classes with my two, with bowling and golf, so....
28. On the most part, both golf and bowling are individual sports as well as swimming. Is there any aspect of individual activities that attracts you to taking these or?
29. You kind of control your own destiny, you know if you do bad, there is only one person to blame, if you do good, there is only one person to praise, so you kind of control your own ability.
30. Is there any particular reason, well not to lend you into anything, but there are volleyball classes and basketball classes out there, there are some more team activities, is there just not as much of an attraction to these activities, or are you just more focused on classes that you can control your own destiny?
31. Well the reason I took golf was because I knew that I was going to be golfing a lot this summer and we play volleyball once in awhile, and we're on an intramural basketball team. I guess it is one of those things where I don't play golf on a regular basis and the weather and stuff, so right now I play basketball at least once a week already. So it isn't something I do in the winter, so it's a nice start to summer.
32. So this is something that you do just for you?
33. Oh yes. I've been golfing for 10 years.

34. Question #4
35. Well I hope to become more consistent with my game. I need to develop more patience. Brush up on some skills, because there are still skills that I go into this class really trying to work hard on. Also, if you look at someone who is just starting out, there are a couple of new people in our class that I know
are doing it just learn the game. And I'm always learning things about the game, you just learn little things here and there, something different from each teacher, so that is kind of nice.

36. Question #5
37. Oh yes, I would love to take hang-gliding. I think that would be a lot of fun. I wouldn't mind taking rock climbing, maybe even mountain biking. And there is a lot of great ESS classes offered here that I would really like to take, so hopefully my schedule will open up so that I can take some of those.

38. Sort of a change in direction with the theme of a couple of the classes that you just mentioned. Bowling, golfing, and swimming are all activities that I understood you had experience with. And now you mentioned hang-gliding, have you ever hang-glided before?

39. No.
40. Have you ever rock climbed?
41. Just once at the rec., but never outside.
42. Mountain biking?
43. Not too much, I'm not a big biker, I walk a lot.
44. So now we're steering towards taking classes in the future that you don't have as much experience, what is the attraction towards those?
45. I think because they are different and they are made available. It's not something that when you are living with your parents, that you are just going to say, hey, I am going to go hang-gliding because it is kind of expensive and granted it is expensive here, but they make it a lot easier to do here at the university.

46. In a sense, all three of them have another element about them, what some people call perceived risk, is there an attraction to that aspect of these activities?
47. Yes, kind of that living on the edge, no fear attitude.
48. Kind of different from golf?
49. Yes, definitely.
50. But you are open to take other classes in that realm?
51. Oh yes.
52. Question #6
53. Well first I would have to say because I love the sport, that's why I took it. Two, to get better at it to improve skills. Three because it fit into my schedule. And four it would have to be social. That's about all I can really think about right now. I don't see golf as that much of a social sport, at least in my eyes.
54. Is it something where you can take it, and maybe meet people that share an interest in the same activity as you, or is that something that you're not even interested in?
55. Yes, I think so. I mean now that we are inside for class, we have to take turns hitting into the nets and stuff. You talk a little more, you meet more people, and you do find out if the person likes to play basketball or something like that. So maybe you can find someone to go to the rec. and shoot around or something.

56. Is there anyone from your previous golf class that you have gone out and played golf with?
57. Yes there is, two or three.
58. Do you think that is something that can open more doors for you to go out and play golf with new people you meet in the class?
59. It could be, you go into class and try to match up with someone that is probably the same ability as you are so you might be able to go out and golf with them. Like I said, there was probably two or three people from my class last year that I went out and played with.

60. So, number one was that you love golf and your overall enjoyment of the activity. Number two was to improve skills. Three was because it fit into your schedule. And four, maybe social?
61. Yes, un-huh.
62. Well, that's pretty much it, is there anything else you want to add?
63. Not really.
64. Ok, thanks.
1. Subject #18
2. Interviewed on 3-27-2000 at 11:00 am
3. Tennis

4. Question #1
5. My name is ____, I am 20, my major is geographical information systems, I am in tennis, and I am a sophomore.

6. Question #2
7. No.

8. Question #3
9. Well, mainly because I am on the team here. But other than that, the cost is pretty low, like I know we were going to take...my buddies and I were going to take roller hockey, but it was like a $70 rink fee. And there was another class that had a pretty high fee for it, it was mainly because of the cost, and I am on the team, oh, and I had a friend from the team in the class with me.

10. You mentioned a few things there. First, you had a friend that is taking the class with you, is the social factor involved there part of the reason you took this class?
11. Definitely.

12. You mentioned the cost, is that something that you think will always be a factor in deciding to take a class or not?
13. Not if it is acceptable to college students, but $70 is a lot for college students, and I don't have a job, so $70 is a lot of money just to take a class. But if it is low enough, like $20 or something like that, I'm sure I would take it.

14. You mentioned you play on the team, so I have to assume your pretty familiar with tennis as an activity. Is that familiarity what attracted you to take it for an activity class?
15. Yes, just to get some more hitting time in. Have fun, get outside instead of all the inside classes.

16. Question #4
17. Basically just an outside class. I mean I have been playing tennis for 18 years, so I know pretty much know everything about tennis, so I just wanted to get outside and get some extra playing time. I don't really want to learn anything. Maybe, to meet some new people.

18. So, social again?
19. Yes.

20. Question #5
21. I'd like to take canoeing, fly-fishing and golf, I might still think about that roller hockey one.
22. What would be some of the interests in taking a canoeing class?
23. I just like the water, I've always wanted to...I've never canoed before, I water ski a lot and fish a lot.
24. So would it be something new for you?
25. Yes.

26. Unlike tennis, which is something familiar to you, you would also take a class for having novel experiences?
27. Yes, sometimes I would take a class for different reasons, depending on the class and time.
28. You have fished before, have you fly-fished before.
29. No, it is something that I want to learn.
30. Something to expand your skills on....
31. Just to learn it, see if I like it. I like to fish normally, so I'm sure I would like it.
32. Golf, is sort of like tennis from an individual sport point of view.
33. Yes, I play golf, just another thing to get outside and play.
34. All of these activities are actual involved outdoors. So, is the outside factor really important?
35. Yes, just to get out of a normal classroom.
36. And roller hockey, this is the only one that I think you have mentioned that is something other than an individual sport, it is more of a team activity. Do you have a preference for individual or team or does it not matter?
37. No. No preference.

38. What would attract you then to take a roller hockey class?
39. Well, I used to roller blade on a team, back in 7th, 8th, 9th grade and I haven't really...that was on a team again, and I haven't played, I mean I have roller bladed, but it would be fun to get back into it and play with people on campus and get back into the competitiveness of it. I played hockey in high
school, so I played that, well, I've even played roller hockey, but not really organized, just with buddies in the streets.

40. You mentioned competition, is competition something that you seek out in your tennis class?
41. In the tennis class?
42. Yes.
43. Well, not with the others, but with the guy on the team. Him, yes, I'm sure we will play all of the time.

44. With tennis, or any of the other classes that you have talked about, classes that you are familiar with and know you are good at them, when signing up for them, do you consider competition as something that you are hoping to get out of the class or having another opportunity to compete?
45. Oh yes. I love competition. I am a very competitive person.
46. Do you think you are more competitive with activities that you are familiar with or do you think you would be equally competitive with classes that are new to you?
47. Yes, I would be more competitive with activities that I am familiar with.
48. Do you go into canoeing with the same competitive mindset, or fly-fishing?
49. No, those are just for fun.
50. And roller hockey?
51. Competitive.
52. And golf?
53. Competitive.
54. Are there any other activities that you think you might be interested in?
55. I can't recall any.
56. Question #6
57. I enjoy it the most. I had a good friend taking it with me with comparable skill level so the competitive nature.
58. So right there, you have mentioned three different things. You have three different themes there, so how would you rank order those?
59. Probably in the same order.
60. Okay, so the first one was that it was something that you were familiar with and you enjoyed it. The second one is the social, that you had a friend in it and hopefully to meet new people. And the third one is the competitive nature. Are there any other factors?
61. Not learn more about the sport, but to be able to play it more. Other than practice, because practice is pretty intense, to get something not so intense and just have fun with it. Just more playing time basically.
62. I guess I just thought of this, at any point, is the competition working on your skills? So when you think about competition, not only do you like to compete, but it is going to make me better?
63. Yes.
64. So the competitive nature may actually help you improve skills?
65. Yes.
66. Then after the competition, does improving skills fit in there?
67. Well, competition and improving skills are basically the same thing.
68. Okay then. And then, where does being outdoors fit in there?
69. It's probably number two.
70. Oh really?
71. Yes.
72. So, ahead of social?
73. Just to get out of the nature of everyday, going to Cowley Hall, going to North Hall, just something different, to get outside.
74. Is there anything else you want to add and then I will try to sum it up?
75. Not really.
76. Okay then. Fun, a chance to get outdoors and have a non traditional class, social, competitiveness, and to improve skills. Is that right?
77. Yup.
78. Anything else you want to add?
79. No.
80. Alright, that is all I have, thank you.
1. **Subject #19**
2. Interviewed on 3-27-2000 at 11:30am.
3. Tennis

4. **Question #1**
5. My name is ___, I am 22, I am majoring in public administration/political science, I am taking tennis, and I am a senior.

6. **Question #2**
7. Not besides HPR.
8. This is your first one?
9. Yes.
10. Are you taking any others this semester?
11. I am taking two other classes, cardio-kickboxing, and strength training for women.
12. What were some of the factors that led you to take the kick-boxing class?
13. I've been doing tae-bo all summer, so I thought I would take a class on kick-boxing to learn more about it. I thought it would be fun.
14. And how about for strength training for women?
15. I really don't lift weights very much and I don't know much about it, so I decided to take that class so that I could throw it into my routine a little bit.
16. Both health or fitness related? Were both taken so that you could learn the skills necessary to keep doing the activities?
17. The only other exercise thing I do is running, or I could try some new things to give me a break from my running, so that I wouldn't get burned out on that one activity.

18. **Question #3**
19. A major factor is that my sister plays tennis and she wants me to play with her this summer and I really have no idea. I have never taken tennis before. No idea how to play tennis. I just want to learn how to play it.
20. **Question #4**
21. I just want to learn the basic techniques of tennis and be able to get it over more than two times. To be able to play with my sister and stuff.
22. In this class, did you know of anyone who was taking the class when you signed up?
23. Actually, my friend Angie is in the class.
24. Did you sign up together?
25. I signed up first and then convinced her to sign up.
26. Does the social nature you're talking about have anything to do with why you signed up for this class? Did the social factors contribute to your signing up?
27. I think it is a good way to meet new people. It's my last semester here, the more people I know, the better I guess.
28. Was it a factor in signing up for the other classes, kick-boxing and strength training for women?
29. Those are basically something I am doing for myself.
30. But tennis isn't like that?
31. No.
32. And hopefully it will lead into your playing with your sister.
33. Yes.
34. Did scheduling of your classes come into play at all? Were there conflicts with scheduling your tennis or other classes?
35. I have a very easy semester, so not really. I only need seven credits to graduate and I'm taking nine. I have only two regular classes and then three exercise classes. Basically, scheduling wasn't a problem.
36. Do you see tennis as being a competitive class for yourself and if so, was it another factor in your decision to take this class?
37. I do, but with the level I am at right now with my tennis, it's not really a factor.
38. How about fun and enjoyment, where does that come into play?
39. That's up there. One of the top reasons, I just thought it would be fun and I knew we would be outside a lot, and I like the outdoors a lot. I've only had one class outdoors so far, so I'm looking forward to it.
40. **Question #5**
41. Well, I am a real big exercise freak. I guess you could say and I would have probably taken most of them. Backpacking, cross-country running, like training for a marathon, I saw there was a class there and that kind of appealed to me. Even yoga looked interesting, kind of a relaxing class.

42. Haven't done yoga, have you done kick-boxing?

43. Tae-bo, which is basically the same thing.

44. Strength training?

45. I had lifted weights a little bit.

46. And then tennis fairly new. So on the most part the activities that you are mentioning, you have had either little or no experience with them. Does this novelty of the activity attract you towards taking them?

47. I think so definitely. I like to try new sports or just try new things period.

48. I mean you have a lot of options of classes to take here. Volleyball is a class here, would that have been an interest, have you played volleyball?

49. I've played volleyball in high school and stuff, I wasn't on any teams, it really didn't interest me that much.

50. Do you think some of the new activities interest you more than some of the other activities that maybe you have had more experience with?

51. Maybe a little bit.

52. Maybe a traditional versus a non-traditional. If you have a choice between a traditional physical education class and a non-traditional physical education class, which one do you think you would lean towards as far as choosing one or the other?

53. I would have to say a non-traditional, because I can do all of the traditional activities on my own, I have a membership at a health club, I can do all of those things there.

54. Question #6

55. I think the top reason I took it was just to learn how to play the sport. The second reason would be to be able to play with my sister this summer. Third would probably be just to try a new activity because I really don't know how to play it. I suppose the social aspect comes in fourth, I mean it really isn't a factor, I already knew Angie in the class, so I will probably be playing a lot with just her. But it is a factor, not as high as the other ones.

56. Can you tie in the social with playing with your sister or are they kind of different?

57. I think they are pretty different.

58. Okay, so let's see if I can get it. One was to improve your skills. Second one was to prepare you to play with your sister, which is by learning the skills. Third one was something new. Fourth being somewhat social. Was the outside a factor?

59. I didn't even know if the class was going to be outside, that's just a bonus to me.

60. That works, is there anything else you would like to add?

61. No, not that I can think of off-hand.

62. Alright, that's all I have then. Thank you.
1. Subject #20
2. Interviewed on 4-27-2000 at 12:00pm
3. Backpacking

4. Question #1
   5. My name is ___. I am 20, a business/marketing and communication, and I am taking backpacking.
6. Question #2
   7. I took downhill skiing, canoeing, I'm taking marathon training right now, mountain biking, and I think that is it.... A lot of them.
8. Which one did you take first?
   9. The first one I took was mountain biking.
10. Okay, what were some of the reasons you took that class?
11. Actually that class I took because I needed a credit and it was open.
12. Had you mountain biked before at that time, or were there any special desires to take that class?
13. No, I didn't even have a bike. It was a brand new class.
14. You took it just for the credit, but were there other classes that you could of took, or was it the only one?
15. It was the only one that was open, because I took it at the last minute.
16. How about the second one, what did you take then and what were the reasons you took that one?
17. That was canoeing. I took it last fall. I've canoed all over the boundary waters and I just love canoeing, and I thought the first one was really fun so I figured why not.
18. So you were pretty familiar with that one?
19. Yup.
20. Downhill skiing, was that this winter? How was that?
21. It was pretty easy, I am on the ski team here, so it was easy.
22. So, did you take that one like the other one, because you were familiar with it?
23. Yes.
24. So, you knew you enjoyed both of these?
25. Right.
26. Marathon training you are taking right now, I actually saw you in there the other day. What were some of the reasons you chose to take that class?
27. Well, I want to run a marathon and I don't want to kill myself, so I've never done it before, but I have run my whole life, so again, I'm familiar with it, but I've never done it to that extent at all. So I also wanted people to run with and to learn about it.
28. You mentioned a couple of things there, first you wanted people to run with, so were some of the reasons you took it for social reasons, just to meet people that you could run with?
29. Yes, sort of.
30. Is the goal to actually run a marathon, was that the specific goal you are working on and trying to improve on the skills necessary to be able to run one?
31. Right.
32. Okay, those questions are pretty much about the classes you have taken in your past, so now we will talk about backpacking. Question #3
33. I have portaged for canoeing, I guess that is what you call it, which is similar and I like that. I like to be outside and my friend is taking it, so we decided to take it together for fun.
34. You mentioned a 'ory of things. I see the connection with portaging, but have you ever backpacked before?
35. No.
36. Have you camped before?
37. Yes, a lot.
38. So, there is a familiarity in the camping aspect, but backpacking is fairly new?
39. Right.
40. I'm trying to figure out if there is a difference between activities that you are familiar with and those that are new for you. Do you feel that you prefer activities with new experiences or ones that you are already familiar with, or does it not matter?
41. Basically in the beginning, I took mountain biking and I didn't know anything about it and I got to know about it and I really liked it, so that was cool. The canoeing, I was familiar with canoeing but
I've never canoeled anywhere but in the Boundary Waters and I wanted to see what was around here. I like the fact that I know the skills, but I like the fact that I don't know the area or certain parts of it.

42. Do you think you would sign up for a class that you have absolutely no experience with?
43. Yes.
44. You would?
45. Yes, mountain biking was like that.
46. You mentioned you signed up with a friend, did you sign up prior or did you sign up together?
47. I signed up first and then I told her to sign up.
48. Does the social aspect come into play with a class like this?
49. Sometimes, this is the first one that I've taken with somebody that I know.
50. Does it help?
51. I don't think it is necessary, I've had a blast in all of my other classes and I didn't know anybody.
52. Is it a goal to meet people through the class?
53. Yes.
54. Does the type of class factor into which ones you think it would be easier to meet people?
55. I think that pretty much all of the people that take classes like this are the same in many ways, there much of the same, they often come from different backgrounds, but obviously you share something in common and can relate.
56. There is an outdoor theme to a lot of the classes that you have mentioned, would you agree with that?
57. Yes.
58. Is meeting people something that just comes along with taking the class, or is something like, oh that class will be great because I will be able to meet people.
59. Yes, that is probably one of the reasons I take them.
60. You have a ton of classes out there to take, it seems that you are focusing on a consistent outdoor theme. There are a lot of classes you haven't mentioned like volleyball, bowling, basketball, and is there a reason why you haven't taken any of those classes?
61. I think those are things that I like to do on my own. I played intramural basketball last year. I hate volleyball for... I don't know why. And bowling, is just not as active, I like more active things. So, if I'm going to do those, I rather do them on my own.
62. Is the outdoor aspect a big part of what attracts you to these classes?
63. Yes, I think so, I like doing that with big groups of people. I don't care who there are, I just like going.
64. Question #4
65. An experience, I hope to meet people through it. I love to camp, so I guess hanging out by a campfire. I guess in other words, just learning, like what we've talked about before, somehow related to portaging like the same things just by something different. Plus just seeing if I like it.
66. Do you hope to be able to take what you get out of this class and be able to go out on your own afterwards?
67. Yes.
68. Do you think you could do that now?
69. Yes.
70. So you feel that you have already got a grasp on the skills and taking this class is not so much for learning the skills?
71. No, I already have a lot of wilderness skills.
72. So far then, to meet people and participate in another variation of an activity that you already associate having a good time with, another outdoor activity?
73. Right.
74. Question #5
75. Yes, I want to take rock-climbing, strength training which I'm not sure if I'm going to like it, but I'm in it. And I'm going to take canoeing again. Otherwise, I would like to take scuba diving but I can never get into it.
76. Rock climbing, have you done that before?
77. No, another brand new activity.
78. What would some of the goals be for taking the rock climbing class?
79. I just think it looks really fun, I want to learn how to do it and I eventually want to rock climb at Devils Lake.
90. A lot of people that look at rock climbing associate an assumed risk with it. Do you see that?
91. Yes, I do, actually one of my friend’s little brother was killed doing it, I’ve seen it and I think if you do anything safely, usually your risks are a lot lower. I think that through these courses that safety is important and you learn how to do things correctly. I think that is how you usually get hurt, lack of safety.
92. A lot of society associates these outdoor activities as being extreme sports, do you feel that is true?
93. I feel that yes they are extreme, as they are dangerous if you don’t know what you are doing. If you know how to do things safely, the chances of you getting hurt or hurt badly are a lot lower. If you just go out and do something that you don’t know what you are doing, you’re going to get hurt.
94. What I am hearing is that you would be very safe when you go out and do these activities, so therefore the risk or perceived risk would be greatly minimized, so therefore, you are not taking these classes for the risk or thrill or challenge?
95. Right, but the challenge is there. I think that rock climbing and backpacking and even mountain biking are challenging and not easy at all, but they are fun. It is like a good challenge and it is a safe challenge. But no, it’s not for the thrill at all. I’m not a big thrill seeker.
96. A lot of people associate challenges in different ways, but one was is with competition. Is competition a factor at all to you?
97. No, I am a pretty competitive person sometimes, but if I can do it, I really don’t care how well I do it.
98. Backpacking and competition really don’t go together than for you?
99. No.
100. Any other activity classes that you might be interested in?
101. I really don’t want to ever take any of the self defense ones. I maybe would take swing dancing if I found somebody that would take it with me.
102. Would that be more of a social thing?
103. Yes, just having fun. I’m not really interested in taking hang gliding or trap shooting. I’ll take more active classes.
104. Some of the activities that you have mentioned, you are very familiar with. Some of them, there is a sense of novelty with them. Is there a preference either way or is it circumstantial like whether you take an activity, because it is brand new and you just need something new in your life or is it like causing, which you’ve done, and you are now about to take it again?
105. I think that, well, my whole outlook on the whole college thing is that you try everything and stick with what you like to do. Like I tried mountain biking and I didn’t even have a bike when I started, I loved it and went out and bought a bike last summer and I go all of the time now. Then there are going to be certain things like marathon training which is going to be more like, yah, I’m really glad that I did it, but I’m never going to do it again. I guess you just pick and choose what you like.
106. With the backpacking, was it more of a feeling of familiarity or novelty?
107. Backpacking for sure was something new. I am use to backpacking for awhile, jumping into a canoe and then backpacking for awhile longer. I know I have a lot of the same skills, there is a bit of an overlap. But I took I think just because I have never done it and it was something new.
108. Question #6
109. First of all, I think I took it because I like to get outside and I knew I wouldn’t unless I took a class. Secondly, I took it to learn about backpacking and see what it is all about.
110. Like the skills?
111. Yah, like the skills, or to see how it is different from what I have done. I think third I took it because took it and I like hanging out with her.
112. Is it to meet other people too, does that fit in there?
113. Yes, so social would probably be third. That’s pretty much all of the reasons why I took it.
114. You mentioned the first one of just being outdoors. When you think of all of the classes that you get to choose from, it is more of just a change of environments, having a class outside, and how that it will provide you a different classroom from all of the rest, or is it just because you really like to be outdoors?
115. I think it is more like the second one. I am always outside anyways, but I wouldn’t have gotten this particular experience without this class.
116. It’s an overall enjoyment of the outdoors?
117. Right.
108. The second one was to learn something that you weren't as familiar with.
109. Right.
110. The third one was social. You mentioned challenge a while back, was that one of them?
111. I guess, I don't know, I figure I will probably be able to handle it, it's probably not going to be that tough. So, not really that one.
112. Scheduling, did it fit into your schedule the whole way or were there other classes that you wanted to take that...
113. No, it fit into my schedule right away. I signed up way before everyone else, because of retro credits.
114. So, scheduling wasn't really a factor?
115. Not a factor at all.
116. Well, anything else you would like to add then?
117. No.
118. Well, I think that is all I have so thanks.
I. Subject #2

2. Interviewed on 4-27-2000 at 1:00pm

3. Backpacking

4. Question #1
5. My name is ___, I am a sophomore, I am 19, I am an elementary education major, and I am taking backpacking.

6. Question #2
7. I took strength training.
8. What were some of the factors that led you to take that class?
   Well, I wanted to get another credit, and I wanted to lift, like I know I would lift on my own, but having the class would make me lift regularly.

9. Was lifting something that you had done a lot of before the class, were you quite familiar with it?
10. Yah, I lifted through high school and stuff, but never really a lot. I’ve done it.
11. But it was something that you were familiar with though?
12. Um-hunh, yah.
13. So you kind of used the class to help keep you in shape, to motivate you, but to also help you improve strength, would that be right?
14. Yes, and to find out a little bit about different techniques and that sort of thing.

15. Question #3
16. My sister actually took this class, like when she went to school here two years ago and she said it was fun and I thought it would be fun. I also had never backpacked when I had signed up for this class, so it was a good experience that I thought I could learn, and to just get away for the weekend.

17. You mentioned a couple of things there. Well your sister signed up for it and said it was fun, so was the factor of fun a big part of why you signed up for this class?
18. Yes.
19. Another thing is just talking about another person being involved, to meet people, is that a factor in taking this class?
20. Yah, kind of. Just to get away and I guess to meet people too. So I guess yah, when I first started talking about taking this class, my roommate and a couple other girls were going to take it, but now only one other is taking it, so it should be fun though.

21. I’m just trying to tie in a few things, but fun is definitely important?
22. Yes.
23. But the social factor, is that important at all then?
24. Yes, it is.
25. Okay, so now you are taking it with you friend, did she sign up for it after you did or did you do it together?
26. Yes, well, I told her to sign up for it.
27. So, the social does fit in there somewhere and maybe to meet people would be alright?
28. Yes.
29. How about with the strength training class, did you take that to meet people too?
30. Yah, it was.
31. So, activity classes in general then, when you take them you think of meeting people?
32. Yes, because you can interact more than in a normal class. You have more chance to talk.
33. You mentioned it was a brand new activity when you signed up for it.
34. Well, I have hiked and stuff, but I’ve never backpacked. We have a cottage, so we’re by a lake a lot and outside and stuff, but I’ve never really camped either. So, I want to learn more about that.
35. When you say you want to learn more about it, are you talking about specific skills or things that you hope to get better at?
36. Well, talking about my spring break trip, that was my first backpacking experience and since when I signed up for the class, I didn’t know I was going to be doing that, the idea was to just learn the basic skills. But, I feel like I learned a lot going on that trip, but I don’t know if I could do it by myself on my own yet. Because I’ve only been to one place and I’m sure you can learn different things.
37. It’s tricky in a sense because you have had that experience in between when you signed up for the class and now, but when you signed up for the class, were you hoping to establish the skills necessary so that you could go out on your own?
38. Yah, I was thinking that
39. At any point in time did scheduling come into play, did it cause any conflicts or were you interested in other classes, but due to conflicts, you weren't able to take them?
40. This one was pretty much the only one I looked at. There was another section, so it was more of whichever weekend worked better, but I wanted to take backpacking.
41. The sense of taking it because it was fairly new. Strength training you were familiar with, backpacking you were not. A little difference there just in the sense of familiarity or novelty. Is there any pattern there for you, do you take certain classes based on your familiarity level with the activity or do you seek out opportunities for novelty in the activity?
42. In some things I like taking new classes, but with other things I like improving the skills that I already have. Like with the art classes I take, it's fun to take new things, but it's good to get better with the stuff I already have.
43. With the backpacking class, which one was it probably?
44. New. I knew hiking and stuff, but I wasn't familiar with what backpacking was all about.
45. Question #4
46. I hope to have fun and I hope to learn about different skills and different things so I could do it on my own. And to meet people also.
47. Question #5
48. I think there is a white water rafting one that I would like to take. I don't know about it for sure.
49. I don't know, but that is something that you would be interested in taking?
50. Yes, because it is something that I've never done before, it would all depend on what fits into my schedule though.
51. Canoeing, would that count or just white water rafting?
52. Canoeing would be fun too, I've had experience with canoeing, but it would be fun just to do it and get away.
53. Any other activities?
54. I looked at a swim instructor one, because I'm familiar with that too and I teach some lessons. So, just to find out what they say. And I thought about taking swing dancing too.
55. How about any activities like volleyball or basketball, golf, tennis...?
56. I thought about, or when I was going through the schedule, I saw fly-fishing and trap shooting, because I like to fish and hunt and stuff. But, I've never really thought about basketball or volleyball.
57. Have you participated in those before?
58. Well, until my freshmen year, but otherwise I just ran.
59. But no real interest in taking those?
60. No.
61. A lot of the activities that you are mentioning, fly-fishing, backpacking, trap-shooting, the white water rafting one, these are all kind of activities that revolve around the outdoors. Is that an element that attracts you?
62. I think that I would look more into taking those kind of classes because you get to be outside, and maybe I feel that I couldn't do that as much on my own. Whereas basketball, I feel that I could always do that on my own whenever I wanted to.
63. It kind of acts as a sort of excuse for you then to participate in the outdoors?
64. Yes.
65. If you had the skills, do you think you would go out there on your own?
66. Um-huh, yup. Like if I had someone to backpack with and stuff I think I would do that a lot, I don't think I would want to be by myself.
67. Right. Okay, some of the activities that you are mentioning are brand new. This whole novelty, is there a challenge to it that it attracts you to it, is there risk being not comfortable with a new activity, or is that you just like to try new things?
68. I think it is trying new things and gaining knowledge so I could do it on my own.
69. So things that are challenging, would you take any activity that you feel there was a perceived risk in it? Like for many, when they think of white water rafting they think of a perceived risk or element of danger in it, at any point does that attract you to taking the class?
70. In a way I do like risks and stuff, but as far as there is a skydiving class and a rock climbing class, I don't like dangerous things that are up in the air. I'd like to stay on the ground or in water.
71. So, within your comfort level, you are up for something that is challenging and perhaps perceived as risky, while participating on the ground or in water.

72. Well, I know that there are dangers in white water rafting, but I am more comfortable on the water than up in the air.

73. Do you think there is a risk in backpacking?

74. Yes. As far as staying outside and with animals and stuff, and maybe not when you are with a big group of people like we are, but I don’t know, it might be more likely if I were alone.

75. So, when you were signing up for this class, did you think that maybe, cool, there is going to be a chance we will be out there with animals, is that something that does attract you?

76. Yes.

77. Is that something that is just included in being in the outdoors, or is that separate, being in a different environment or one that might involve risk?

78. I think of it being more or less in the wilderness, where you are not going to be around people, where there are animals and not just being out there where there are people everywhere.

79. And that is something that you like?

80. Yes.

81. Question #6

82. I guess the main reason I did it was because I did plan on doing it with friends, for fun and enjoyment and social to be out there with friends. To choose to do the backpacking class was because it was outside and nature and you can get away from campus, and to become knowledgeable to improve on skills so that I could do it on my own. And probably after that, I forget what else was in there, maybe challenge would come after that.

83. I think I missed your number one.

84. Social.

85. Okay, so social, to be with people, to meet people. So your second one was...

86. I put social together with fun, because I think those go together, because I decided to do it with friends, so that would be social, and to meet people. And then I chose backpacking, because of nature, to get away. And my third choice would be to improve.

87. Let me just play around with social and fun. Is any class you are going to take going to be social and fun?

88. Maybe, I don’t know.

89. No, I’m wondering if this is with all of your classes or just this backpacking one.

90. No, I don’t know, I think it’s with all of them. If you meet people it will be fun.

91. So, fun is a result of meeting people?

92. Yes, because if you go on an activity class and you keep to yourself and don’t meet people, you might not have as much fun as if you would interact with people.

93. So, when this class is done, your number one goal is to meet people, and then after that, more so than to have fun? Is that right?

94. Yes.

95. Okay, that is fine. So after meeting people it would be cool if you had fun along the way.

96. No, I’m changing it, actually, I think my number one goal would be to have fun and then meet people.

97. Okay, so your number one reason then when you were signing up for this class, you looked at backpacking and thought, cool that would be fun and you thought you would enjoy it. Your sister said she liked it and you thought you would take it for fun reasons.

98. Yes.

99. The number two reason you hope to meet some people along the way, so social. Three would be a chance to get outside, the environment will be different than what you are use to and the outside aspect. Am I right with this so far, is it accurate?

100. Yeah, it’s pretty accurate.

101. Now we will go with number four which was to improve skills or establish the fundamental skills you need to do it on your own. And then you did mention challenge and the adventure of the whole thing?

102. Yes.

103. Did you think of competition at all, do you see it as a factor in backpacking at all?

104. I feel I am a competitive person, because with running and stuff, but I guess I don’t think of backpacking being that way.
105. Would strength training be competitive?
106. Not with anyone in the class, but as far as improving my strength and to help me with my marathon and stuff, so that would be somewhat competitive, maybe with myself, but not with others in the class.
107. Okay, I think we have five then, let's see if we can get them. Fun and enjoyment, to meet people social, and the fact you already knew someone in the class, so social. Third was outdoor environment. Fourth was to improve skills and last was the challenge. Is there anything else you would like to add?
108. No, that's right and about it.
109. Okay, that's about all I had, so thank you.
1. Subject #22
2. Interviewed on 4-28-2000 at 11:00am
3. Backpacking

4. Question #1
5. My name is ___, I am 21, I am a junior, I study anthropology and archaeology, and I am taking backpacking.

6. Question #2
7. Why did you take Tai Chi second semester of last year?
8. What were some of the reasons that led you to take that class?
9. I'm not blaming the whole exercise aspect of it. I kind of needed it. I was getting lazy.
10. Had you any experience to that prior to taking it?
11. Not Tai Chi, no.
12. But, some other forms of martial arts?
13. Vaguely. But enough to get interested in it.
14. So some of the reasons that you took that were...
15. To reintroduce myself to martial arts. To have something that will help keep me active.

16. So any other activity classes?
17. No.

18. Question #3
19. I've always liked to camp, but I've never done any serious backpacking. It was only one weekend and it wasn't a large commitment. Like Tai Chi was twice every week and I didn't want that commitment. I don't know, I dig backpacking and being outside and I thought it would be fun.
20. You mentioned a few things there, one being it was a weekend class with little time commitment, we can sort of call that scheduling, was scheduling a factor in your decision to take it?
21. To a point, yes. But it wasn't a large part of it, but it helps that it makes my schedule lighter by only having it that one weekend.
22. It definitely made it more attractive that it was only one weekend?
23. Yes.
24. You mentioned to be outdoors and the outside factor, did it play a big role in it to just be outside?
25. The class is the main reason that I took the class, the whole idea of backpacking, I think it is very intriguing to be outside, I've always liked it, so I think it was more of just the class not just any other factors.
26. You have always enjoyed being outside and does that relate to fun and enjoyment for you, meaning, were you thinking that a big reason you would take a class like this was to have fun and enjoy yourself?
27. Yup.
28. How about just backpacking, since this is fairly new, you mentioned you have camped a lot, but not backpacked...
29. Well, I've hiked a lot too.
30. So, you're kind of combining the two.
31. Yah, kind of interlocking them.
32. Question #4
33. I don't expect to actually learn much, but more just to have a good time getting away and doing some backpacking. Not many of my friends are into that, so it's good to get away, good to get away. Who knows, maybe I will learn a thing or two.
34. Who knows, I hope so. You mentioned that none of friends do this, at any point in time do you take this class perhaps to meet people or for social reasons?
35. Well, I did figure there would be cool people in backpacking. Just because everyone I've ever camped with or gone hiking with have been all good guys or girls and it seemed like a good opportunity to meet some cool people.
36. So that was sort of a factor than, to meet people?
37. Yah.
38. How about with your Tai Chi class?
39. That was more just for myself than this, this is more of just a good time, that was more exercise and reintroducing myself with martial arts. This was more just about having a good time.

40. Let's say backpacking met twice a week on Tuesdays and Thursdays and you just went for day hikes, would you be interested in that kind of class just as much, or do you think the environment would be different?

41. I think each trip would be a little bit less personal, but you would probably get a lot more from it. You could keep up with it more and you would to continue with it afterwards.

42. On a Tuesday/Thursday basis?

43. Yah, if you were taking it the length of the semester, you would probably be more likely to continue it.

44. Question #5

45. I know I have hang-gliding in my sights. That's one thing I've got to try. I know I have a few of them. Basically, I will probably take another martial arts, probably take hang-gliding, and maybe some other various catch your eye kind of classes.

46. When you talk about catching your eye, what is it that catches your eye? Is it things that you haven't done, things that you have done?

47. For me, it is a combination of both. There are a lot of things in there that I've done before that I have no interest in paying money for. But there are some things that I have been introduced to that I'd like to get to know more, and then there are classes that I haven't really done yet, so why not.

48. Hang-gliding, what is the major attraction with that class?

49. I guess it's like a one time thing. I don't think you get to go more than once either. But a new experience I guess.

50. Is it more novelty or is there an attraction towards some sort of perceived risk?

51. I think it is more the whole aesthetic of being, I'm in it I guess for just the experience.

52. It's not so much the rush or anything like that, but more for just a good time, a good experience with something you haven't done?

53. Yah, the rush is always nice, it enhances it but I'm not too worried about anything that would happen.

54. Hang-gliding, other martial arts in there, it's a good mix between familiarity and novelty?

55. Yah, definitely.

56. You also mentioned that you don't know if you would want to spend the money on a class that you weren't interested in, is the cost ever a factor?

57. Yes, the cost is, for a class like snowboarding, I've snowboarded before, it would be nice to take the class, but they do get pricey, very pricey, a lot of them you have to drive there everyday and then get home and it just gets to be a big pain, so maybe if I had the money, but.

58. Any other activities that you haven't mentioned?

59. I'm sure there is but I can't think about any right now.

60. How about classes like volleyball or bowling, or classes more traditional to a physical education program?

61. I think bowling would be fun just for the fact that I haven't bowled much in my life and it seems like a good time.

62. Would that be more social?

63. Oh yah, definitely. I can't bowl. I would just go there to have fun.

64. Is competition a factor at all?

65. It wouldn't be right away, but if I got familiar with it and got focused on a particular thing, it could be I guess. It could be. But these are really general classes, just getting acquainted with it and not very competitive.

66. So did you take backpacking for any competitive reasons?

67. Only competition with myself. To get myself some exercise. To get myself out there and off of the couch.

68. That's another thing right there. To get yourself off the couch, or what some might call getting in shape or doing something for fitness sake. Was that a factor?

69. Definitely, it seems like a good time and a challenge and to see if you can do it. Plus, I'm getting kind out of shape, so.

70. Question #6

71. I think the number one is just that I love hiking, I really do like to hike, whether it be by myself or with other people, and backpacking is just a great way to get out and go hiking and I don't want to say, I get kind of spiritual when I'm out there when I'm not in a large group. It just seems like a good
opportunity to get out there and clear my thoughts. I guess that would be my number one, just to get out and get away.

72. So first of all, it was something that you were somewhat familiar with and you love it. You have participated in activities like this, you love those, they are fun to you. And then you also mentioned that it is a way for you to get away from maybe the daily grind with something that you enjoy doing, to get away. So do you think we could break those into two categories, the first being for fun and enjoyment, and the second to get away.

73. Sure, that works. After that, to meet new people isn't for awhile. I think that is probably lower. It worked out well with my schedule and it, I guess money would be a big thing, money would be high on my list. I don't have much, and you look at all of the hundred dollar classes and then you look at backpacking for $10.

74. So do you think that could be your third one, the cost?

75. Yah, that was definitely a reason. Well, it was about as small as it could be. And then maybe to meet new people could go in there, I do want to meet people. As far as after that, maybe learning some new skills to maybe continue something like this if I ever had enough money to get started.

76. I think I've got five things then, you're familiar and enjoyment and your love for it. The second one was to get away, it was kind of a spiritual tie, but to get away and outdoors, which was a factor in there. Third was cost. Fourth was scheduling, the fact it was a weekend shot and it fit in. And the fifth one, maybe to learn some new skills.

77. Sure.

78. Does that sound alright?

79. Sounds good.

80. Anything else you want to add?

81. Not at the top of my head.

82. Challenge, did that fit in there at all?

83. It will be a challenge, how far are we going?

84. Not too far.

85. Yah, but it will be challenging no matter what we do. So that will be nice.

86. Alright then, I guess that is about it. Thank you.
APPENDIX F

SYLLABI OF SELECTED ACTIVITY CLASSES
**ESS 100 – 203**  
**BACKPACKING**

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>Jeff Cyr</th>
<th>COURSE DATES:</th>
<th>April 14, 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE:</td>
<td>21 Mitchell Hall</td>
<td>1:10pm-7:00pm</td>
<td></td>
</tr>
<tr>
<td>OFFICE HOURS:</td>
<td>By Appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OFFICE PHONE:</td>
<td>785-8154</td>
<td>April 29 &amp; 30</td>
<td>Times-TBA</td>
</tr>
<tr>
<td>E-MAIL:</td>
<td><a href="mailto:cyr.jeff@students.uwlax.edu">cyr.jeff@students.uwlax.edu</a></td>
<td>Times-TBA</td>
<td>Times-TBA</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**

This is an introductory course emphasizing the fundamentals of backpacking and hiking. The course will cover the skills and knowledge necessary to sagely enjoy backpacking and hiking as a life-long activity. Preparation prior to the actual trip will take place through discussions and presentations in the classroom. Points of emphasis will include but are not limited to:

- Pre-trip planning  
- 10 Essentials  
- Packing your gear  
- Food and meal planning  
- Leave no trace principles  
- Water treatment  
- Trail etiquette  
- Basic navigation  
- Natural history  
- Determining what to bring  
- Backpack fitting  
- Campsite selection  
- Operating a stove and cooking  
- Minimal impact backpacking  
- Setting up camp  
- Weather considerations  
- Safety and first aid concerns  
- Group considerations

**COURSE OBJECTIVES:**

Upon completion of this course, the students will be able to do the following:

1) Recognize, identify, and practice safe backpacking and camping skills.
2) Demonstrate the fundamental skills involved with backpacking and camping.
3) Understand the components that make up backcountry backpacking.

**COURSE REQUIREMENTS:**

1) Attendance, active participation, and promotion of a safe environment are the essential aspects towards passing this course.
2) Due to the nature of the course, attendance and participation on the 29th and 30th of April is mandatory.
3) A 2-3 page reflection paper will be due on the following Friday (May 5th) after the weekend course.
4) This is a pass/fail course, it is provided to promote a fun experience, but the inability to meet any of the above requirements will result in failure of the course.
**Pass** =
Complete participation on the 29th & 30th
Turning in the paper by May 5th
Safe participation

**Fail** =
Missing any of the 29th or 30th
Incomplete, late, or paper not turned in.
Unsafe participation.

**GENERAL INFORMATION:**

With any activity, there are inherent risks. Prior to participating in the backpacking course, a signed waiver by the student must be on file.

Students must provide their own transportation and equipment for the trip. Car-pooling will be discussed. Gear can be rented very cheap from the Outdoor Connection in the Eagle Recreation Center (785-8860). Contact them ASAP.

A second meeting will be discussed prior to the trip to check individual and group gear. Dates and times will be determined at our first meeting.

**NOTES:**
I. Course Description:
This class is a 100 level activity class designed to give the students an opportunity to enhance their knowledge and skills in the activity of Bowling. The class will involve instructional teaching, skill practice, scoring, individual and team games.

II. Course Objectives:
1. To provide opportunities to learn, to improve, and to enhance basic bowling skills.
2. To have an understanding of the terms, rules, scoring, and proper etiquette involved in bowling.
3. To gain a basic knowledge of equipment, facilities, and supplies necessary for bowling.

III. Course Evaluation:
Students will be evaluated based upon their attendance/participation, knowledge, and skill level. This is a pass/fail course.

Attendance/Participation  60%
Tests  20%
Skills  20%
A passing grade will be given if a student achieves an overall grade of 65% or higher.

IV. Attendance
Students are expected to attend every class. Two unexcused absences will be allowed. Three or more unexcused absences will result in a failing grade. Excused absences include University scheduled events, death or severe illness in the family, prearranged absences such as court duty or special medical treatment, and illnesses. According to university policy, students who miss a class due to any of the above reasons must notify their instructor in advance for the absence. Those individuals who are ill are expected to notify the teacher before class begins on the date of their illness. If notification is not received by the teacher in a timely fashion an unexcused absence will be marked for the student.

V. Outline:
1. Proper bowling mechanics
2. Scoring
3. Etiquette
4. Strategies
5. Equipment and Facilities
6. History
7. Tournaments

Textbook: (Not required)

Special Accommodations:
If for any reason the student feels the need for special accommodations, please notify the instructor the first week of classes.
Cross Country Skiing and Winter Camping

ESS 100-122

Instructor: [Name]
Phone: [Number]
E-mail: [Email]
Office Hours: By appointment
Meeting Dates and Times: Friday, February 18th — 1:10-7:00 p.m. (101 Mitchell Hall)
Saturday, February 26th and Sunday, February 27th

Course Description
This is an introductory course emphasizing the fundamentals of cross country skiing and winter camping. The course will cover the skills and knowledge necessary to safely enjoy cross country skiing and winter camping as a life-long recreational activity.

Course Objectives
1. Students will be able to identify safety concerns that come with traveling in the outdoors in winter.
2. Students will be able to choose proper attire and equipment for winter camping.
3. Students will develop basic push and glide techniques in cross country skiing.
4. Students will develop minimal impact camping skills.
5. Students will be able to build a quin-shee for shelter at night.
6. Students will be able to set-up and cook meals over a fire.
7. Students will develop an appreciation for life-long fitness and recreation in the outdoors.

Course Evaluation
* Only pass/fail grades will be earned.
* Attendance on the weekend outing is required to pass the course.

1. Participation on the weekend trip and group activities during the trip: 70%
2. Attendance and participation during the Friday class: 30%
   **If the Friday class is missed, students must make up the class through a written assignment designated by the instructor.
3. To successfully pass the course, a minimum of 75% must be earned.

Assumption of Risk
Students are required to fill out a participant agreement, release, and acknowledgment of risk form provided by the UW-L adventure program. Along with the waiver form, students must complete and sign a health form. Students without waiver and health forms will not be allowed to participate in the weekend excursion and will, therefore, have to drop the class.

Additional Information
Skis, poles, and ski shoes will be provided by UW-L. Students must provide the other required equipment and clothing. Students also need to provide their own transportation. Car-pooling will be discussed. Some gear can be rented very cheap from the Outdoor Connection in the Eagle Rec Center. Contact them ASAP! (783-8860)
ESS 100, Sec. 272—Golf

Instructor:
Phone:
Office hours:
Office Phone:
e-mail:
Tuesday & Thursday 1:10pm-3:00pm
Spring, 2000

Course Description:

This course is designed to teach college students the fundamentals of golf. Students will be taught how to swing a golf club correctly. Students will utilize a variety of techniques and drills to accomplish a variety of skills. After 3 weeks of indoor practice, students will get the opportunity to practice on a golf course to refine skills. Students will acquire the skills, be competent in etiquette and fundamentals to play 9 holes of golf by the end of the course. Students will also learn the rules, club selection, and scoring in the sport of golf.

II. Safety Statement:

No student will swing the golf club unless instructed. Notify instructor of any medical concerns at the beginning of the course.

III. Course Objectives:

1. Demonstrate proper golf swing utilizing a putter, iron, and driver
2. Ability to correct poor shots by self evaluating your swing
3. Define golfing terminology
4. Understand rules and etiquette of golf
5. Play and score a round of golf
6. Historical view of golf courses

IV. Evaluation (Pass/Fail):

1. Attendance & participation 50%
2. Play 9 holes of golf 20%
3. 1-2 page historical paper on a golf course of your choice 10%
4. Final exam 20%
Attendance: Two (2) UNEXCUSED ABSENCES ARE ALLOWED. After (2) unexcused absences your grade will drop 10 points. For example; on your third unexcused absence your grade will drop from 100% to 90%. Passing grade is 65%. It is the student's responsibility to notify the instructor prior to class for an absence to be excused. See the student handbook for more information on the institution's attendance policy.

V. Assumption of Risk:

In golf as in any other activity there is an assumption or risk of injury.
Indoor Rock Climbing
ESS 100-115
University of Wisconsin-La Crosse
Department of Exercise and Sport Science

I. Course Information:
   Instructor:
   Office:
   Office Phone:
   Office Hours: By appointment
   Credit: 1 credit

II. Course Description:
   This course will cover the basic fundamentals involved with indoor rock climbing. Basic rock climbing techniques and skills will be introduced as well as the presentation of climbing gear, climbing ratings, and other forms of climbing.

III. Student Objectives:
   Upon completion of this course the student will be able to do the following:
   1) Recognize and identify a safe climbing environment.
   2) Actively apply safety procedures involved in indoor rock climbing.
   3) Establish an awareness towards rope handling and knot tying skills.
   4) Engage in safe spotting and belaying techniques.
   5) Move through different rock climbing techniques.
   6) Have fun and establish a foundation for further rock climbing opportunities.

IV. Course Requirements:
   1) Attendance, active participation, and promotion of a safe environment are the essential aspects towards passing this course.
   2) Two unexcused absences are allowed, makeup may be arranged by the instructor if special situations arise. Prior notice must be given.
   3) A notebook with logs completed for each class attended will be collected at the end of the course.
   4) This is a pass/fail course, it is provided to promote a fun experience, but the inability to meet any of the above stated requirements will result in failure of the course.

   *Pass = 2 or less absences
   *Fail = more than 2 absences
   completed daily logs
   incomplete daily logs
   participation...yes that means climbing and belaying
   unsafe or lack of participation

V. General Information:
   With any activity, there are inherent risks. Prior to participating in any rock climbing activities, a signed waiver by the student must be on file.

VI. Notes:
POWHER VOLLEYBALL
ESS 100, Section 305
T and TH 11:00 - 11:55
U.W.-La Crosse Fall 1999
1 credit: Pass/Fail

Instructor:
Office Hours:
Phone:

I. Course Objectives: To give participants some advanced knowledge of the game of volleyball and enhance one’s basic skills through fundamental drills and game situations. Offensive and defensive strategies will also be taught along with some discussions of rules.

II. Course Procedures
A. Attendance: Full participation is expected. Two unexcused absences are permitted. The 3rd unexcused absence: you will fail. Please notify either one of us IN ADVANCE with a valid excuse if you will be absent. Also, please be on time; any more than three late arrivals will be treated as absences.

B. Dress: Dress to participate (shorts, sweats, t-shirts, sneakers, etc.). Please remove any loose jewelry you may be wearing also!

C. Routine: Net setup/take down will be assigned. Nets should be up and ready by 11:05 am and down by 11:55 am. On most days there will be some sort of warm up by skill development or a game. This will be followed by game or tournament play. If there are any handouts they will be given either at the beginning or at the end of class.

D. In this class, along with any activity class, there is a possibility of getting hurt or injured. Please let us know if you have any concerns or health issues we should be aware of.

III. Evaluation
To receive a passing grade:
Attendance-accumulate no more than 3 unexcused absences - 40 %
Participation/skill development/game evaluation - 40%
Written exam-everyone must take the exam - 20 %

IV. Course Subject Matter
Fundamental skills: serving, passing, setting
Advanced skills: attacking, blocking, digging
Team skills: serve receive and different offenses
Defensive systems and communication on the court
Rules of the game
History, interesting facts, and where the game is today
I. Course Information:
Instructor: 
Office: 
Office Phone: 
E-Mail: 

II. Course Description:
The purpose of this course is to expose the students to the basics of snowshoe travel and the fundamental elements involved with winter camping.

III. Student Objectives:
Upon completion of this course the students will be able to do the following:
1) Recognize, identify, and practice safe winter travel and camping skills.
2) Demonstrate proper snowshoeing fundamentals.
3) Understand the components that make up winter travel and camping.
4) Exercise the technical skills involved with snowshoeing, winter backpacking, setting up camp, cooking, and many other activities that are involved in winter camping.

IV. Course Requirements:
1) Attendance, active participation, and promotion of a safe environment are the essential aspects towards passing this course.
2) Due to the nature of the course, attendance on the 12th and 13th of February is mandatory.
3) A 2-3 page reflection paper will be due on the following Friday (Feb. 18th) after the class.
4) This is a pass/fail course, it is provided to promote a fun experience, but the inability to meet any of the above requirements will result in failure of the course.

*Pass =
Complete participation the 12th and 13th
Turning in the paper by the 18th
Safe participation.

*Fail =
Missing any of the 12th or 13th
Incomplete, late, or paper not turned in.
Unsafe participation.

V. General Information:
With any activity, there are inherent risks. Prior to participating in the snowshoeing-winter backpacking course, a signed waiver by the student must be on file.
TENNIS: ESS 100

Instructor:
Phone:
Email:
Office Hours: By appointment only, contact me to set it up.

Time: 11:00-12:50 p.m. Tuesday and Thursday
This class only meets the last seven weeks of the semester
Room: Mitchell Hall Fieldhouse (163) & UW-L outdoor tennis courts
Credits: 1

I. Course Description:
The purpose of this class is to give the students an opportunity to enhance their knowledge and skills in the sport of tennis. This class is designed to teach the basic principles of tennis and most important, will allow the students to participate and enjoy the game of tennis.

II. Course Objectives
- To provide opportunities to learn, improve, and enhance the basic principles of the game of tennis.
- To learn the basic strokes in tennis.
- To understand the ethics and rules in tennis.
- Understanding the scoring involved in tennis.
- To participate in drills/practice and tournament play.

III. Attendance
Students will be required to attend all classes. Each student is allowed only Two absences during the 7 weeks of class. More than two absences will result in a failing grade. The instructor MUST be notified of emergencies and these will be excused if proper procedures are followed. Remember this course is only 7 weeks long.

IV. Appropriate Dress
Students must dress appropriately for activity in every class. This includes wearing tennis shoes, removing jewelry, keeping shirts on and dressing according to the weather. Remember that we are representing the university.

V. Requirements
- Students are required to bring two cans of tennis balls each. Students who have not brought their balls will not participate until they do so. This will reflect on the grade.