



<http://www.whpe.us/>

*Our mission ...*

*is to provide members with professional development opportunities and be advocates for our profession.*

# From your President . . . Jo Bailey

## Standing out in Health and PE



session or by holding a Skype session with a local expert from a health field you create a win-win situation. You demonstrate your commitment to the expanding the knowledge of your students while showing the community member how innovative your program is.

Let's keep health and physical education at the forefront of everyone's minds!

*Jo Bailey*

One of the best ways we can improve learning in health and PE, while raising awareness of its importance, is to make our programs stand out. Advocacy comes in many shapes and forms – from writing letters to legislators to presenting in front of your school board – but don't forget about the more subtle ways you can increase the profile of your program:

1. *Communicate it!* Websites like <http://www.weebly.com> allow you to make websites for free within in minutes. A photo or brief explanation of what's happening in your classroom can go a long way to communicate what you are doing. Create a department Twitter account and post updates, questions, links, and ideas for both parents and older students to follow and use. After a recent #pechat (these are held every Monday with a different topic being discussed each week) one teacher commented that a parent saw his tweets about setting up a wellness program. This parent wanted to work with him and the school's PTO to get it going and had already arranged to have it discussed at the upcoming PTO meeting.
2. *Picture it!* Invite your students, faculty, and parents to bring in a picture of them completing "activity homework". Display these in a common zone in the school for all to see.
3. *QR code it!* QR codes can be used in a wide variety of ways (look inside this newsletter for more ideas) but how about posting random QR codes which link to an exercise of the day or a fitness/recreation venue in your community? You could hold a weekly or monthly competition to see how many students can visit the venue or students could earn token rewards if they can show you they can perform the "secret" exercise.
4. *Read all about it!* Become friendly with your local newspaper. Offer to provide health and family-friendly fitness tips or write an article for them 1-2 times a month. You could even share the idea above with them!
5. *Invite it in!* Use community member guests to help promote your program – by inviting in a specialist guest to run a fitness



Senator Jerry Petrowski's visit to D.C. Everest on February 8<sup>th</sup> 2013



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# Health and Physical Education Teaching Ideas

## Health and Physical Education teaching ideas

### K-5 Bleacher Dance

For our Dance Unit we taught a Bleacher Dance to all of our students to be preformed at our next school assembly. We chose a popular song and created a 32 count dance that involved minimal movement in any one direction. The students had a great time practicing the dance and performing it as a school.

A video of the dance can be found at <http://www.youtube.com/watch?v=YaTGW4-3aIY>

**submitted by Chuck Brehm, Westwood Elementary Physical Education Teacher, West De Pere School District**

**Twitter: @WestwoodPE**

### Read in PE?

I did a WHPE convention session a few years ago about literacy in PE, but thought enough time has passed to bring this back for the newbies and refresh your memories for those who have been around for awhile. Here are a couple of my favorite books that I incorporate into my classes. Teaching K-2 is awesome because my students are so impressionable and take everyone you say as golden. I found these books to have a big impact when I try to instill in my students some basic life skills. I don't use them every year but have them in my back pocket if I notice that a teachable moment arises.

**Swimmy by Leo Leoni:** This book is about cooperation and if you work together you can achieve a lot. It is about a little black fish called swimmy who escapes the big tuna fish and finds himself alone in the sea and discovers all the beauty of the sea. He runs into a school of red fish and talks them into pretending they are a big fish to scare the big tuna fish away. He was the eye. It is a neat, quick story but hits home with the kids when you talk about trying to do something alone versus working as a team. I reinforce to my students that you can't do many things in this world by yourself and you need to rely on others to survive in today's world. I then play a tag game after to reinforce the book. I have 1 person be the tuna fish. I use noodles to tag. If tagged, they freeze in place. Any other two students can join hands to form a circle around the frozen fish and walk them back to the sideline where they are free to join the game again. There is no tagging when they have joined hands around the frozen fish.

**When Cody Become a Mouse Potato by Bonnie Nygard:** This book is about a young 8 year old boy who gets a computer for his 9<sup>th</sup> birthday and turns into a Mouse Potato. He is addicted to his computer and gave up playing with his friends and being active and thus get overweight. The mouse in the story become overweight as well. It wasn't until his teacher gave him an assignment about researching some of earth's amazing creatures that he realized that he needed to exercise to stay healthy. There are station cards that you can purchase to go with the book. Depending upon the grade level, I have done as stations or done one card at a time and done as a class. There are some amazing creatures in our world and makes you appreciate what each has to offer.

**Bobby Basketball – Good Sports by Matt Jacobson:** This book is also about teamwork. It is about a Ball Hog that came to town. Ball hog never shared the ball and one by one players quit and went home until only Ball hog remained. When Ball hog went home, the players returned and played like a TEAM again.

**The Box That Watch Found – Box Car Children Book 113:** I use this as a lead up to my Geocaching unit with my second graders but can also be done with 3<sup>rd</sup> through 5<sup>th</sup> grade also. I have the classroom teachers read it in their classes as a read aloud. This gets the kids excited about geocaching and gives them a little background to the activity. Give yourself a couple weeks before you plan on geocaching to make sure the teachers have time to get through the book.

**submitted by Jackie Clark, JClark@waupun.k12.wi.us**

### Instant Activity: One Song Workouts

We all know that music makes you move but what about creating those moves ahead of time? Choose a song 3-5 minutes in length and post a list of activities to complete during that song. Start the music as soon as the class begins so your students can get moving. You could even have your students design "guest workouts" where they create and plan the activities and/or choose the (appropriate) song for the day. Check out these workout ideas created by Sarah G-H, Twitter: @GHSaysRockChalk

**submitted by Jo Bailey**

#### Workout One:

30 jumping jacks  
10 squats  
15 arm circles  
20 crunches  
10 side lunges  
10 pyramid jump rope  
40 Russian twists  
30 stand 'n reaches

#### Workout Two:

40 high knees  
15 side bends  
30 ski jumps  
10 sumo squats  
5 burpees  
10 bird-dogs  
30 mountain climbers  
25 boxers

#### Workout Three:

15/15 hop on one foot  
50 Rockette kicks  
10 bird-dogs  
5 sit-ups  
10 standing calf raises  
30 boxers  
15 crunches  
30 jumping jacks

#### Workout Four:

30 Russian twists  
20 toe touches  
10 arm circles  
20 butt kicks  
30 squat punches  
5 jump squats  
20 flutter kicks  
10 lunges  
30 jumping jacks

## Board Game Bonanza!

We can all remember playing childhood games like Chutes and Ladders, Connect 4, Twister and so on but have you ever thought about bringing them into your classroom? Here are a couple of ideas to get you going:

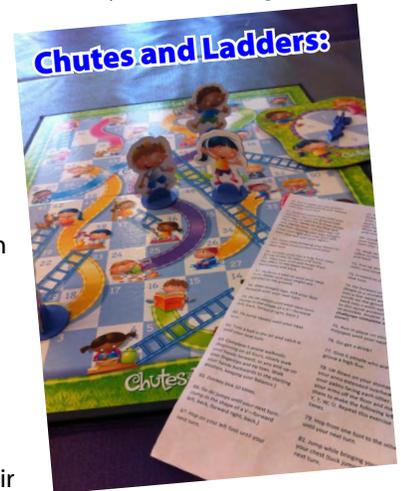
**Chutes and Ladders:** Set the board up on a mat in your gym. Players roll the dice for their turn but for each square there is a designated exercise to complete before your next turn. Thanks to Sarah G-H (@GHSaysRockChalk) for the picture and idea.

**Connect 4:** Set up the screen in the middle of 2 cones. At each cone set the tokens, red at one end and yellow at the other. Students start in a push up position and then race to collect their color token and place it in the screen. Keep going until someone has 4 in a row. You could also designate an exercise to be completed before a token can be put in the screen e.g. 1 jumping jack

**Human Yogaonary:** Think of Pictionary and think of yoga poses and mix the two together! In pairs, one partner gets a Yoga pose card and adopts that pose. Their partner must copy the pose for a minimum of 10 seconds and name the pose or the muscles involved in holding the pose.

**Memory Game:** Create pairs of exercise activity cards (2 push up cards, 2 hula hoops etc.) or nutrition cards (broccoli, chicken, etc.) and spread them face down in your playing area. Students run out, turn over 2 cards trying to find a match. If they get a match they perform that exercise before their next turn. The aim is to be the pair or group that finds the most matches. If you are using nutrition cards, students have to correctly allocate the matching pair of cards to its food group category e.g. assign broccoli to vegetables and chicken to protein. You could also add a corresponding activity to each food group pair matched e.g. dairy foods = bone strengthening exercises, protein foods = muscular strength exercises etc. Make sure you share any additional ideas you might have!

*submitted by Jo Bailey, WHPE President*



picture

## Teaching Striking Games This Spring?

Check out this quick video which demonstrates progressions for teaching understanding of fielding technique and running bases while ensuring all students are engaged in activity: Otherwise the link is: [http://youtu.be/rBV7UhjJ2\\_w](http://youtu.be/rBV7UhjJ2_w)

## Cyberbating

*by Brett Fuller*

Keith Bakken and I had the opportunity to attend the 2013 Adolescent Health Symposium in February. The keynote speaker was Richard Guerry, executive director of the Institute for Responsible Online and Cell-Phone communication (IROC2.org). Mr. Guerry provided a very entertaining, startling and gripping presentation called "Public and Permanent". His presentation was on the power of technology and our need to teach responsible use of that technology to our children and students. I would strongly recommend visiting the <http://www.iroc2.org/> website and completing the "Digital Risk Assessment" in the tools section for yourself and as part of a class activity. The questions asked provide good guidance on the dangers associated with use of technology. **The key that Mr. Guerry wanted to express to everyone was that we should use the technology, just use it responsibly.**

The one absolutely new thing that I learned about was "Cyberbating". Cyberbating has occurred in districts across the country and it is important that teachers are aware of it. Cyberbating is where a student will purposefully disrupt a class in the attempt to get a teacher to break down, yell, lose control, etc... Unknown to the teacher, is that another student is secretly recording the event with a mobile device. The students then will upload the event onto the World Wide Web. Teachers need to be aware of this trend. It is another reminder that we as educators need to not lose control in our classes, or it could be used against us. Being aware of this trend is probably the best defense. Discuss with your students appropriate use of technology. Also, point out to them as Mr. Gerry said, everything on the internet is public and permanent. If they post something, it can and will get tracked back to them. Posting anything that could be construed as bullying or harmful to another person can get linked back to person who posted it. Technology is here to stay and we need not only use it responsibly ourselves but teach our students how to use it responsibly.

*submitted by Brett Fuller*  
**Curriculum Specialist**  
**Health, Physical Education, Safe and Supportive Schools**  
**Milwaukee Public Schools**



# Homework in PE? .... by Don Scharbarth

Recently I received a phone call from a parent who asked, "Since when is PE an academic subject?" Many parents, because of prior PE experiences years ago, remember PE as a class that taught team sports and little more. At Lakeland Union High School (LUHS) we have a fitness-based curriculum that uses homework to enhance and enrich our lessons.

The LUHS PE vision statement is "To promote lifetime fitness, we will offer a diverse curriculum that is individualized, teaches our students the 5 Components of Fitness and how to exercise in their target heart rate zone."

After teaching our students the 5 Components of Fitness and how to exercise in their target heart rate zones, we complement our students' classroom participation with homework that shows evidence of their understanding of these topics. Examples of homework include a 5 Components of Fitness Unit Evaluation due at the end of each unit. The unit evaluation checks to see that students can identify what component the skills and activities in that unit fall under as well as how the skill/activity met that component.

Our freshmen students are required to answer a State Standards Based Question each week that demonstrates their knowledge of an aspect that meets that state standard. An example of a State Standards-based question follows:

## State Standards Question # 10 Due Tuesday Dec. 11 2012 PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness

1. What are the two health enhancing results that occur when you exercise in the high end of your target heart rate?
2. To gain maximum benefits a person needs to exercise in his/her THR for at least 30 minutes. What are three activities you can do to meet the 30-minute requirement in your THR?

3. Write a paragraph to explain why a person needs to work on all 5 of the components of fitness in order to achieve and maintain a health-enhancing level of fitness.

Our students are also required to go online each week and fill out a fitness log that reports what they did in PE and outside of class each day, including weekends, to remain active. We use a comprehensive website called Daily Fit Log. This site allows our students to record their daily activities, fitness testing scores, personal health data, set goals and much more. More information can be found at [www.dailyfitlog.com](http://www.dailyfitlog.com)

We also fitness test our students at the beginning and end of each semester. We have a Fitness Testing Self-Evaluation that our students are required to do for each of their tests outside of class. In these evaluations, we have students compare their scores to national standards and first test scores to second test scores, identify ways to improve scores, and, finally, explain what component of exercise each test measures.

We encourage students to do the assignments electronically whenever possible. You will find assignments and much more on our comprehensive PE website at [www.luhs.k12.wi.us](http://www.luhs.k12.wi.us) Go to Academics, then Health/Physical Education, then Phy. Ed. Homepage. You will find additional information on my personal webpage by going to Health Physical Education Staff and choosing Don Scharbarth.

I strongly encourage readers to take a look at our schools and my website as all homework and much more comprehensive PE information can be found there.

Oh yeah, that parent I referred to at the beginning of the article? After hearing about all the activities we do in PE responded, "Wow! I wish I could have been in that PE Class!"

*submitted by Don Scharbarth, Lakeland Union High School, scharbarth@luhs.k12.wi.us*



**40 teams, 160+ participants, 20 local businesses, and plenty of activity!**

Many of us have seen the Amazing Race on TV and many of us have created our own versions to do in physical education. But what about making it bigger? This is exactly what a marketing class from Wausau East High School did on April 6th 2013. As part of a major project required for the class, seven students contacted local businesses, created challenges, and marketed the event through Facebook, Twitter, and local media. They capped the event at 40 teams of 2-4 people and filled up all available slots prior to the event deadline. At 1pm on the 6th the teams began their race around the area, with the winning team finishing in just

**The Challenges**

- Put a tent together at a local outdoor adventure shop
- Perform yoga poses at a fitness studio
- Run up to the top level of the parking ramp to look for a sign on another building
- Recreate a work of art using chalk
- Decorate a clay art piece at a art studio
- Tie a tie blindfolded in a local clothing store
- Locate a book in the library
- Visit a family video store to find a specific movie (Think sports/activity related movies!)
- Sing a karaoke song



ONE CLASS	CROSS CURRICULAR	SPORTS BASED
 <p>Only have 1 class period? Create a range of physical &amp; mental tasks to be done around your school. Have student log pedometer steps.</p>	<p>Social Studies: Send students from one state capital to another, completing state specific tasks along the way e.g. Climbing the steps of the Empire State Building.</p>	<p>Travel around the world using sports from different countries as your theme - great way to incorporate cultural activities. Learn a Tai Chi sequence in China, practice Capoeira in Brazil, and perfect the art of cricket bowling in India.</p>




## IT TAKES HEART TO BE A HERO!

Jump Rope For Heart gives students several great opportunities: helping kids with special hearts, learning the benefits of physical activity, healthy eating, avoiding tobacco, and raising funds for research and programs to fight heart disease and stroke. Join millions of kids in serving others, saving lives and supporting research.

**Call 1-800-AHA-USA1 or visit [heart.org/jump](http://heart.org/jump) to get your school involved.**



American Alliance for Health, Physical Education, Recreation and Dance  
AHA/PER is a proud program partner of Jump Rope For Heart.

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## Recipes from your friends in WHPE



### **STRAWBERRY SMOOTHIES**

One thing I add to my smoothies (and my kids') is spinach. It has virtually no taste, but a lot of nutritional benefits. So if I feel like I'm not eating enough leafy greens, I add spinach to my smoothies.

#### **My smoothies usually include the following:**

1 container strawberry yogurt (I like Greek yogurt)  
6-8 strawberries  
1/4 cup blueberries  
2 cups spinach  
1/2 cup milk  
6-8 ice cubes

*submitted by Karen Albert, K-6 Physical Education Teacher  
Oakfield School District*

### **HOMEMADE GRANOLA BARS**

#### **Ingredients:**

1 cup peanut butter                      1 cup favorite cold cereal  
1 cup honey                                1 cup shredded carrots or broccoli slaw  
2 cups oatmeal                            1 cup dried fruit

#### **Directions:**

Melt peanut butter and honey in microwave for 1 minute. Then stir in remaining ingredients until combined. Press into 9 x 13 pan. These bars freeze well.

*submitted by Andrea Brehm, Physical Education Teacher; abrehm@wdpsd.com*

### **GREEN JULIUS SMOOTHIE**

#### **Ingredients:**

1 1/2 cups orange juice  
2 large mangoes  
2 cups fresh parsley or spinach  
2 cups of ice  
honey (to taste)



#### **Directions:**

Blend well and drink your healthy green smoothie. Yields 4 cups or 2 servings, as 16 ounces is one serving for a smoothie.

*submitted by Andrea Brehm, Physical Education Teacher; abrehm@wdpsd.com*

### **OATMEAL STRAWBERRY SMOOTHIE**

#### **Ingredients:**

3/4 cup soy milk                            1/4 teaspoon vanilla extract  
1/4 cup rolled oats                        1/2 banana  
8 strawberries                              1 teaspoon honey

#### **Directions:**

Place the oats, soy milk, banana and strawberries in your blender. Add the honey and vanilla and then blend about 30 seconds until smooth.

*submitted by Andrea Brehm, Physical Education Teacher; abrehm@wdpsd.com*

### **FRESH RASPBERRY SMOOTHIE**

#### **Ingredients:**

1 cup orange juice                        2 cups frozen raspberries  
2 bananas                                    1 6-8 oz container of raspberry yogurt

#### **Directions:**

Using a blender place juice, fruit and yogurt inside. Place lid on. Blend until smooth. You can add fresh or frozen strawberries.

*submitted by Andrea Brehm, Physical Education Teacher; abrehm@wdpsd.com*

## “My greatest professional advice”

### **“Get on Twitter and YouTube today!”**

*submitted by Chuck Brehm, Westwood Elementary Physical Education Teacher, West De Pere School District  
Twitter: @WestwoodPE*

### **“Be passionate!”**

*Sandra Hagenbach, shagenbach@depere.k12.wi.us*

The world of teaching is moving at lightening speed. Do not let what is swirling around you bring you to a halt in your own teaching. Set goals for the year and periodically throughout the year, share your goals, and assess your goals. Try new things, but don't think you have to try it all at once! Pick a few ideas and walk with slow, purposeful steps. See what works for you and keep an open mind. Think big, but start small and you will have success in this crazy world of “swirling stuff!”

**submitted by Brenda Erdman, Reedsburg, berdman@rsd.k12.wi.us** **Twitter: @MBSinPE**

### **Defining Success = Determining whether you are successful is based on answering one question: How Happy Am I?**

Your level of success is based on your answer to that question. Think about what motivates you. What do you want to achieve for yourself? What do you value most, socially, emotionally, spiritually and materially? Those are the things that will make you happy, and if you aren't doing them you won't be happy. So forget traditional definitions of success. Forget what other people think. Ask yourself if you feel happy – not just at work, not just at home, not just in those moments when you do something for yourself, but overall. If your answer is yes, you're successful. The happier you are the more successful you are.

**Submitted by Mrs. Gail McCormick**

**Associate Lecturer, School Health Education, UW- LaCrosse**

I believe that good classroom management is crucial to a quality physical education program. As a first year teacher, my mentor told me to “remember that classroom management/discipline does not mean you can not have fun, it just sets the boundaries so that you can have fun”. That advice has helped me to create a classroom atmosphere where learning can take place while having fun.

**submitted by Andrea Brehm, Physical Education Teacher, abrehm@wdpsd.com**

**WHPE Central Wisconsin District Coordinator  
Hemlock Creek Elementary School, De Pere**

Stay connected and stay current! The more connected you are in physical education and health, the easier and the richer your teaching experience will be. There are hundreds and thousands of us out there teaching PE and health and everyone of us does it a little bit differently – there is no need for you as an individual to try and do everything yourself when someone else may be willing to share what they have done already. I continually find that the more professional development opportunities I engage in, the better my teaching becomes – the students are the winners in this process! As the saying goes “Good, better, best. Never let it rest. Until your good is better and your better is best.”

**submitted by Jo Bailey, WHPE President**

# Special Lessons and Activities



## Angry Bird Disc Golf

I was teaching a lesson on throwing discs and the students were having a very hard time throwing level. I created an “angry birds” version of disc golf. I decided to put up volleyball nets in the middle of the gym (they had to throw under to hit their target which really flattened and straightened their throws) and had them throwing at student built targets created using PE equipment and according to pictures. By far the most effective way of teaching and reinforcing proper throwing technique.

*submitted by Andy Osegard, Black River Falls School District*

## Staff Fitness Day

This year I have implemented a “Staff Fitness Day” at my school. Each month, usually following one of our early release or curriculum days all staff members are invited into the gym and we play a game together. “Boulders and BB’s” has been a huge hit and our favorite game. The number of staff members involved has been tremendous as evidenced by the attached picture.

*submitted by Chuck Brehm, Westwood Elementary Physical Education Teacher, West De Pere School District*

*Twitter: @WestwoodPE*



## Twitter Account

I opened a physical education twitter account for my K-3 students and parents. I talked to my administrators for approval and then sent home a letter with some specific rules (see below.) My intentions were to add another avenue of communication for my families in a new and different way in our technology world! It has taken off slowly in my small, low income schools (which I expected), but I have a small following and the parents that are following me are having fun with the information I have been sharing. I am positive it will grow!

Here are some TWITTER details for our use...

NO . . . put downs in posts, complaining, personal concerns, last names, or negative talk.

YES . . . Kind, uplifting, appropriate words.

Information about PE class, activities, special events.

Information in regards to leading a healthy lifestyle.

Shout-outs, example “Emily juggled 3 items today for the first time, great job!”

Quick (non-urgent) related questions about PE class.

Links for you to check out.

*submitted by Brenda Erdman, Elementary PE Teacher, Reedsburg*

*Twitter: @MBSinPE*



## From Our Elected Leaders...

### **"The single most important thing you can do for your program."**

The quote above came from my Senator, Jerry Petrowski, who visited D.C. Everest at my invitation on February 8th. I began our meeting by asking Senator Petrowski what he thought of when he heard the term “physical education” and he responded by describing team based activities, or what we would call old-PE these days. This is exactly what I expected but by inviting him in, my colleagues and I had a whole hour to show him how PE has progressed changed and why high quality PE and health is so important for our children. Our meeting finished with Senator Petrowski making the comment above and I think that speaks volumes as to the power we all have in contacting our local legislators - these are the individuals that have been voted in and are making decisions about the funding and the future of our programs and, just as we educate our students, we need to educate them.

Any contact will be effective - be it a letter, phone call, or invitation to visit your school. The more voices we have out there knowing and understanding the importance of Health and Physical Education the better. Lets use them!

*submitted by Jo Bailey, WHPE President*



# Special Lessons and Activities

## FUTP 60

I organized a Fuel Up to Play 60 morning physical activity event for our whole elementary school. All students, grades K-5, participated in 30 minutes of physical activity in the gym in addition to signing their name on the Fuel Up to Play 60 pledge banner, which is now displayed outside our gym. Since each grade level consists of approximately 125 students, I was concerned about each student being able to see me doing the exercises and also about them having enough motivation to continue moving throughout the whole session. So, using my iPad, I video recorded myself doing the exercises and displayed it using a projector and screen in our gym. The students loved watching the video on the "big screen" and were motivated by the use of technology. The video consists of mainly high intensity exercises along with short rest breaks. I also incorporated fun dances to vary the workout and included different classroom guest teacher appearances. The event was a success and almost every student left the gym sweating and with a smile on their face!

[http://www.youtube.com/watch?feature=player\\_detailpage&v=J9GiHgdRqDo](http://www.youtube.com/watch?feature=player_detailpage&v=J9GiHgdRqDo)

submitted by Andrea Brehm, Physical Education Teacher, [abrehm@wdpsd.com](mailto:abrehm@wdpsd.com)  
WHPE Central Wisconsin District Coordinator  
Hemlock Creek Elementary School, De Pere



## Future Professional News

With summer around the corner, many of us are looking forward to our summer vacation and our summer jobs. This summer, make it a goal to find a job or a volunteer program that promotes physical activity. This can range from working at a summer camp, volunteering at a local YMCA or park district. Maybe you can help create an adult or youth physical activity program through a local community shelter or outreach center. This is an easy way to build your resume and to enhance your experiences with working with youth and physical activity.

Also, consider professional development this summer. Every year WHPE hosts a Best Practices Conference. For those of us student teaching within the next year, this can be a great time to connect with other professionals and to expand our previous knowledge. It is smaller than our main convention in October, but it will allow you to connect on a more personal level with dedicated professionals from across the state.

As our school semester comes to end, remember to breathe and relax. Take the time to enjoy the nice weather; remember to set deadlines and study goals for yourself so you don't get overwhelmed. I hope you all have a successful finals week and your summer is safe, fun, and filled with passion for whatever you chose to do.  
*submitted by Nathali Nedorowski, Vice President of WHPE Future Professionals*

## Editor's Note:

If you have any news, upcoming events, outstanding achievements, professional articles, etc... you would like to share with our members, please submit a typewritten copy of these newsworthy items (include photos when possible) to:

**Brenda Erdman**  
24 Mitchell Hall • UW-La Crosse  
1725 State St. • La Crosse, WI 54601  
800-441-4568; 608-785-8175  
[berdman@rsd.k12.wi.us](mailto:berdman@rsd.k12.wi.us)

Deadlines for publication are:  
December 15 for the Winter issue;  
April 1 for the summer issue;  
August 1 for the Fall issue.

It is important that everyone adhere to these deadlines to ensure that all newsworthy items may be included in each newsletter in a timely fashion.

# Lowell Elementary Wellness Day

Prior to my arrival at Lowell in the fall of 2008, the school PTO organized a fundraiser each spring. What a cool name they had for the event – The Lowell Stroll. It was run like many fundraisers – The students solicited pledges from parents, relatives, and neighbors to participate in the walk. I was mostly an observer my first year. On the day of the Lowell Stroll all of the students, faculty, staff, and many parents gathered outside for the short walk over to Waukesha North High School. Upon arrival at the outdoor athletic facility, the kids were all able to run a lap on the track – What a thrill! After running around the track, guess who was there – THE RACING SAUSAGES!! Each class took a picture with the sausages and then walked back to Lowell. With funding running short it was decided to discontinue the appearance of the sausages. A modified event was organized for 2010 that included some musical entertainment by a former student. It was a mess as rain put a damper on the excitement.



With the help of our PTO president at the time, Jim Rada-baugh, we generated an idea to expand the Lowell Stroll into an all-day Wellness

Event. The idea was well received and supported by our principal, Lori Schultz, and our teachers and staff. Here is how the day unfolded:

During the morning session before lunch the students rotated through four workshops, each one lasting 15 minutes.

**Workshop 1:** A doctor from the Waukesha Family Residency Program through Waukesha Memorial Hospital did a fun activity on the topic of "Healthy Drinks and Snacks." She included a nifty powerpoint and quiz that the students enjoyed. Chris Purdy, RN, helped to line up the resident for the workshop.

**Workshop 2:** Scott Schaefer, Physical Education Teacher from Waukesha North High School, ran the kids through a speed, agility, and quickness (SAQ) clinic.

**Workshop 3:** Another doctor from the Waukesha Family Residency Program through Waukesha Memorial Hospital presented on "Healthy Lifestyle Choices". Her digital presentation and discussion was excellent. Chris Purdy, RN, helped line up this resident also.

**Workshop 4:** Robyn Pearce from the Waukesha YMCA presented a Yoga workshop. We had mats out for the students. It was fantastic, and even many of our "high energy" students grabbed spots near the front and really got into it.

After lunch the activities continued with an Athletic/Activity Fair. Organizations from Waukesha and the surrounding communities were invited to come and set up a table in our gym. The students were rotated through the fair by class and allowed to browse activities that were available for them to participate in during the summer. Examples of organizations that participated included, but were not limited to:

- Dick Luther Action Basketball Camp
- The Dance Academy LTD.
- Carroll University Summer University and Sports Camps
- Waukesha Tennis Association
- Waukesha Public Library
- Waukesha Parks and Recreation

The day ended with the Lowell Stroll, our community walk. The entire student body, faculty, staff, and many parents met on the hill behind school for some quick words from our principal, Mrs. Schultz. Students



secured pledges from their families, neighbors, relatives, and friends as a fundraiser for our PTO. We were able to arrange an appearance from the mascots from the Milwaukee Wave, Milwaukee Bucks, and Milwaukee Admirals. We announced and presented an award to the recipient of a building scholarship that honored a former teacher and member of WAHPERD, Steve Carpenter. Then it was on to the walk! A course was designed behind our school that could accommodate the physical abilities of all the participants, including early childhood through 5<sup>th</sup> grade and their guests. All of the students received a gift bag after the walk as they returned to their classrooms to pack up for the day.

The Lowell Stroll and Wellness Day is a very rewarding experience for all of those involved. I would strongly recommend something like this for anyone to help promote health, wellness, relationships and community within your schools. Please do not hesitate to contact me with any questions that you may have.

*Submitted by Bill Kirsch (bkirsch@waukesha.k12.wi.us)  
Lowell Elementary – School District of Waukesha*





# There's An App for that!

**Toontastic** is an easy to use, free cartoon app where students create a story using cartoon characters such as a princess and a pirate. I use the Toontastic iPad app to teach the decision making process. While

there are several decision making models to follow I use the 5 C's as they align well with the 5 steps of creating a story arc. (See chart below).

## Decision making steps (and definitions) ... that align with... Story arc steps

- |  |                 |
|--|-----------------|
| 1. Confounding factors (Factors that influence choices)                        | = 1. Setup      |
| 2. Clarify (What is the problem?)  | = 2. Conflict   |
| 3. Consider consequences (What are potential consequences related to choices?) | = 3. Challenge  |
| 4. Choice (What option did you select?)  | = 4. Climax     |
| 5. Consequences (What happens as a result of the choice?)                      | = 5. Resolution |

This activity achieves the National Health Education Standard of decision making as well as the Common Core Language Arts Writing Standard of "Using technology, including the Internet, to produce and publish writing and present relationships between information and ideas efficiently as well as to interact and collaborate with others." Students can publish their Toontastic cartoon to ToonTube when they are finished. Be sure to show the decision making cartoons during Parent/Teacher conferences!

*submitted by Cristy Jefson, Ph.D, CHES  
Associate Professor of Health Education  
University of Wisconsin-Whitewater*

I use an app called **"Smash Your Food"** to promote healthy eating and teaching amounts of fat, sodium, and sugar in specific foods.

*submitted by Andy Osegard, Black River Falls School District*

**"Takes"** You take pictures and pick which ones you like and it turns it into a video with music. I put this up on my website so parents or other students can see what we are doing in class. This is a free app.

*submitted by Joelle Dunlavy, Physical Education and Health,  
Princeton Public Schools*

I am just starting to experiment with these apps. **PocketPoll** writes the poll and **PocketView** lets you view and take the poll. I have PocketPoll on my personal iPad. Through this app I can write a "check for understanding" poll such as what is the correct sequence for an overhand throw. Once I have the PockVeiv app on my 4 school iPads students will be able to answer the one quick question by simply touching the correct response on the screen, touching insend, and then tapping the Thank You box to restart the poll for the next student. I can see what percentage of students are correct on my PocketPoll app. Each app is 99 cents.

*submitted by Sandra Hagenbach, shagenbach@depere.k12.wi.us*

One app that I have been using quite a bit during our basketball and volleyball units is **"Team Shake"** on my Ipad. I simply downloaded my spreadsheets of class lists and it will mix them up. I can group them by gender or skill level if wanted as well. I like this because it takes the "unfairness" of teams off of me and onto the computer (at least in their minds:) I believe the cost for the app is 99 cents. I did have one of my 1st grade students tell her mom that it was the computer's fault if students did not like their team for the day. It cuts down on a lot of list making and deliberating when it's game time. If I see one team is very strong or weak, I simply push "reshake" and I have new groups.  
*submitted by Karen Albert, K-6 Physical Education Teacher  
Oakfield School District*

**Seconds Pro** - \$4.99 - I use it daily for our warm up. I also use to run my stations. Additionally, it provides a great workout tool for myself.

**Team Shake** - \$.99 - I use it every day to form groups. My students continually work with different classmates each day and no longer complain about who they are working with. A must have for any teacher!

**BaM Video Delay** - \$4.99 - Students favorite app! I set the iPad up on a cart/stand. The student then performs a skill in front of the iPad and can then go watch themselves after performing the skill to assess/analyze their technique. Video can be delayed from 0 to 10 seconds.

*submitted by Chuck Brehm, Westwood Elementary  
Physical Education Teacher, West De Pere School District  
Twitter: @WestwoodPE*

**Explain Everything** is a wonderful app that just keeps getting better. For just \$2.99 you can create & record presentations, embed pictures, video, annotate as you go along and save it to use again and again. Check out this new videocast explaining the new features: <http://dedwards.me/2013/03/01/explain-everything-really-is-all-things/>  
*submitted by Jo Bailey, WHPE President*

# 2013 AAHPERD National Convention



## SPECIAL ANNOUNCEMENT to the WHPE membership!

Recently several members in our organization received very special awards at the National AAHPERD convention in Charlotte, North Carolina.

**Patty Kestell** is the award winner of the National Elementary Teacher of the Year.

**Patty** was also awarded the National Jump Rope for Heart State Coordinator of the Year.

**Jo Bailey** received an award for being the Midwest High School Teacher of the Year.

**Kris Fritz** was recognized for winning a Jump Rope for Heart Grant.

**Rosie Sylvester** won the Joy of Effort Award from AAHPERD.

*Congratulations to Patty Kestell of Thorson Elementary School for being named as the National Elementary School Physical Education Teacher of the Year by NASPE at the AAHPERD Convention held in Charlotte, NC, April 23-27!*

*Please give a cheer to these outstanding individuals in our organization. If you want to congratulate them personally come to the WHPE convention in October and see some of them present, helping out, or attending the convention!*

National Elementary School Physical Education Teacher of the Year



Patty Kestell acceptance speech for TOY

*Patty Kestell also received the AAHPERD Jump Rope for Heart Recognition Award at the national convention. You make Wisconsin proud!*



JRFH Coordinator award recipient Patty Kestell and Irene Cucina, AAHPERD President

*WHPE Past President, Kris Fritz of Sheboygan Early Learning Center, was awarded the 2013 AAHPERD JRFH & HFH Grant at the AAHPERD National Convention in Charlotte. The grant money helps to purchase physical education equipment for her school!*

*Congrats also to our current WHPE President, Jo Bailey, for being named the Midwest District High School Teacher of the Year.*



JRFH Grant winners of which Kris Fritz was a part



Jo Bailey receiving award at TOY dinner from NASPE Past Pres. Dennis Docheff

*Rosie Sylvester, Past President of WHPE, received the AAHPERD Joy of Effort Award for her involvement in state, regional and national associations along with her overall leadership in the field!*

Winner Rosie Sylvester receiving award from NASPE President, Mary Jo Saricsany



WHPE Past President, Scott Frazier receives a Presidential Citation from Midwest President Rosie Sylvester

# 2013 AAHPERD National Convention

To start things off, the 2013 AAHPERD National Convention was an amazing experience and a great educational tool as an undergraduate student in Physical Education. Throughout the student forum the speakers and presenters really persuaded us to try and get the best out of the convention for ourselves by presenting us with leadership strategies, networking activities and career development topics. I really took interest in the message the general session keynote speaker Dr. Jim Loehr gave to us.

During Dr. Loehr's presentation he talked about the importance of having a passion for what one does. He said, that when one has a passion for what they do, they gain energy and that energy is propelled into the people around us. We as educators need to show our students that we have a passion to help them achieve. Dr. Loehr believes that the most successful way to build and create a person is to have them look into themselves and really question what they want in life. He was a great speaker and has some amazing ideas.

Just listening to the general session put so many thoughts in my head and really had me thinking about Physical, Wellness and Health Education in our schools compared to other subjects. Being considered one of the "core" classes is one of the top tier goals we strive for in our field. We push that having effective physical education programs in our schools will help children live a longer and healthier lifestyle, as well as cut down on healthcare costs. I totally agree with this and believe it to be true and that Physical Education is just as important as any other subject.

Listening to our speakers, I started wondering about how we educate our students compared to other fields. Other fields teach to meet the needs of the goals of standardized testing. Pushing to become part of the common core classes means that our field will have a section in those tests. In my opinion, I don't believe that teaching to meet these needs or the questions in the test are going to benefit any students throughout their schooling. Education should be teaching how to succeed in life. To succeed in life, one must pertain a set of values and understand character. Does educating students to succeed on a test really prepare these students for life and a career?

There are a handful of ways and strategies to prepare students for life after school, as well as a dozen different ideas for Physical Education to become part of the core classes. I would never disagree with an idea or bash one, but this convention has connected me with some amazing leaders and students and I've realized how much people really care about our field. Physical Education really is the best field in education and has some of the greatest people. I've learned so many things at this convention and have discovered that there is never a wrong time to look for new ideas to help and bring the field of Physical Education to even greater heights.

Samuel Engelland  
University of Wisconsin Oshkosh  
WHPE Student Delegate



Sam Engelland with NASPE President Mary Jo Sariscsany



UW-La Crosse Social attendees



UW-River Falls Students at NASPE Awards Banquet. Left to right: Phil White (WHPE Future Professional Elect), Jean-Paul Frederick (WHPE Future Professional Elect Secretary), Paula Burton, UWRF Professor James Gostomski, Alexis Campbell, Dylan Greske, and Jess Rose (UWRF Physical Education Major of the year)



Patty, Jo and Crystal



**Patty Kestell**  
**State Jump Rope and**  
**Hoops for Heart Coordinator**



**Hello WHPE members and educators,**

I hope you have been having an awesome school year, exploring many new activities with your students in physical and health education! Many of you have hosted and completed your Jump Rope and Hoops for Heart events this

year, and have done a GREAT job helping your students understand the importance of heart health and recognizing the risk factors for heart disease and stroke. **Thank you so much for all of your time and dedication in creating fun, educational JRFH/HFH events for your students!**



**Hayward Primary/Intermediate Schools Leads the Way in JRFH!**

**2011-2012: USA "Rookie of the Year" Event/Top Wisconsin JRFH Event**  
**Congratulations to Dave Dixon and David Lee (Hayward Primary/Intermediate Schools)** for receiving the **2011-2012 AHA "Rookie of the Year" Award** for the entire USA, and for being the **top fundraising school in Wisconsin** last year. Hayward raised \$23,902 during their first JRFH event! What an accomplishment and honor for Hayward Primary/Intermediate Schools and community!



**2012-2013: Hayward Sets their Sights Higher!**

The results are in, and Hayward Primary/Intermediate Schools raised an astonishing **\$47,500** during this year's JRFH event, which is an increase of \$23,000+ over last year! Any student who raised over \$100 got to throw a pie in the face of one of four district staff members or coordinators (including the principal and superintendent!) Hayward students also got quacky about Ducks during this year's event! The top fundraiser for this year's event was a primary student who jumped and raised money in honor of her brother, who has a heart defect. Looks like Hayward's top fundraiser had a great time (and great aim) throwing the pie in her PE teacher's face! :o)



**Getting Quacky about AHA Ducks!**

Wow! The Ducks are here, the Ducks are here! If you have not been inundated by "Quacky" and "Super Hero Duck" fever, you need to jump onboard! Schools all across Wisconsin have been implementing AHA Ducks as token thank you gifts for students raising money online and in \$10, \$50, and \$100 increments. The AHA Ducks have been a huge success, and many PE teachers and Principals have had to "pay the price" of dressing up like a Quacky or Super Hero Duck!



A special shout out goes out to **Penny Kroening and Allison Pilak at Summit View Elementary School** for using the Ducks in their morning announcements to motivate students in the weeks leading up to JRFH. Summitview Elementary School was recognized on court at half-time of the Milwaukee Buck's game for being one of the top five fundraising schools who attended the game. Summit View increased their event from \$8,000 to \$14,000+ this year!



**Congratulations also goes out to Lindy Meyers, Erin Ellerbach, and Jake Merrill! West Salem Elementary School** also had Duck Fever and increased their JRFH event from \$7194 to \$21,103 this year, which was a \$13,909 increase! All three JRFH coordinators will be teaching PE for a day, wearing...you guessed it, duck costumes. Quack, Quack! :o)

Big or small, every event and every little bit makes a huge difference for children, teens, and adults with heart and stroke related health issues!

**YOUR SCHOOL and YOUR STUDENTS who participate in JRFH/HFH = AWESOME HEART HEROES**

**Jump Rope YouTube Videos --> Check out Matt Pomeroy's (Merton Middle School PE) jump rope skill videos!**

Please contact me if you have any questions about participating in Jump Rope or Hoops for Heart!  
[pkestell@cedarburg.k12.wi.us](mailto:pkestell@cedarburg.k12.wi.us) or @pk\_lv2teachpe

## Lisa Strauss and Templeton Middle School Shoot Hoops for AHA

Raising money by jumping rope or shooting hoops has been a tradition for many students in the Hamilton School District. This year is no different.

Templeton Middle School students just completed Jump Rope for Heart and Heart for Hoops to benefit the American Heart Association. The event started as a "Red Out" spirit day, and the students and staff were encouraged to wear red clothing to show awareness of heart disease and stroke. The event concluded with a basketball tournament after school and students were allowed to form their own teams and compete for fun against other teams. Staff participated by placing money in a basket and filling out hearts with names of people affected by heart disease or stroke. The school raised \$2,338 this year. Fitness education teacher Lisa Strauss who coordinated the events at her school estimates that Templeton has raised close to \$10,000 in the nine years it has participated in the events.

## 2013 NASPE Outstanding Majors the Year

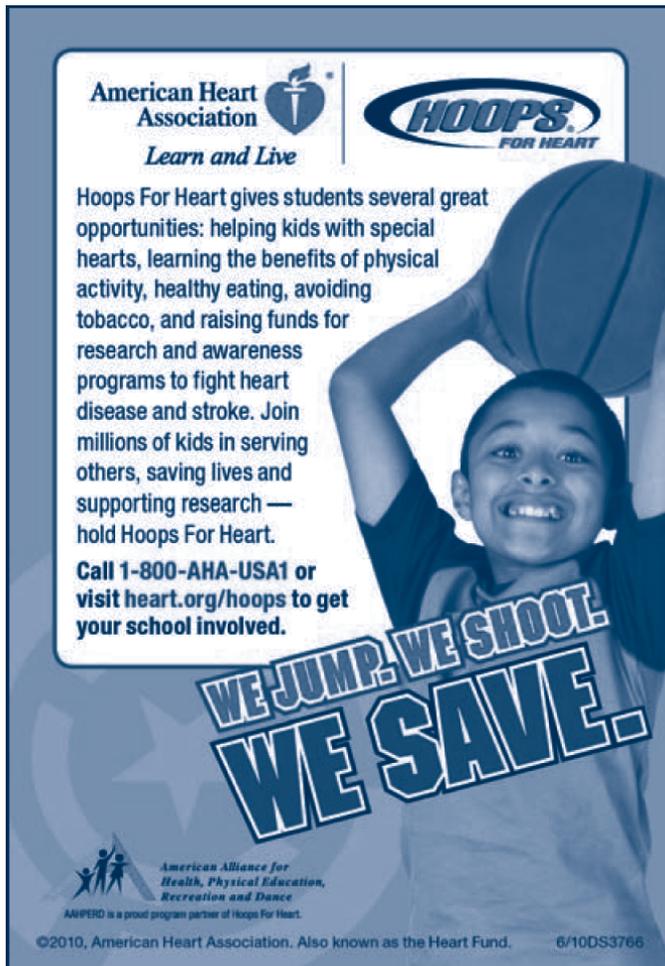
*University of Wisconsin-Oshkosh*  
Sam Engelland

*University of Wisconsin-Madison*  
Holly Feldman

*University of Wisconsin-Stevens Point*  
Matt Jurasewicz

*University of Wisconsin-LaCrosse*  
Samantha Ruedy

*University of Wisconsin-River Falls*  
John Schimenz • Jesse Rose



**American Heart Association**  **HOOPS FOR HEART**

*Learn and Live*

Hoops For Heart gives students several great opportunities: helping kids with special hearts, learning the benefits of physical activity, healthy eating, avoiding tobacco, and raising funds for research and awareness programs to fight heart disease and stroke. Join millions of kids in serving others, saving lives and supporting research — hold Hoops For Heart.

Call 1-800-AHA-USA1 or visit [heart.org/hoops](http://heart.org/hoops) to get your school involved.

**WE JUMP. WE SHOOT. WE SAVE.**

American Alliance for Health, Physical Education, Recreation and Dance  
ANPERO is a proud program partner of Hoops For Heart.

©2010, American Heart Association. Also known as the Heart Fund. 6/10DS3766

## Save the dates!



### 2014 Adolescent Health Symposium

Feb. 6–7, 2014 in Madison, Wis.

Focus on adolescent health risk and protection factors at the 2014 Adolescent Health Symposium.

Watch our website for program updates and online registration. We hope to see you there!

[uwosh.edu/go/ahs](http://uwosh.edu/go/ahs)

**UNIVERSITY OF WISCONSIN OSHKOSH**  
Lifelong Learning and Community Engagement

**UW Extension**  
University of Wisconsin-Extension

# Technology advice from WHPE members...

## iOS Tips for iPad, iPod, iPhone: Gesturing

**Home Screen:** When you're in an app, put your thumb and four fingers spread out on the screen, pinch in and the app "folds in" on itself, and you go right to the home screen.

**Multitasking Bar:** Drag up with four or five fingers. Tap the screen above the multitasking bar to close it up again.

Taken from "Using Technology in Physical Education," Bonnie's Fitware: **Bonnie Mohnsen**, [bmohnsen@pesoftware.com](mailto:bmohnsen@pesoftware.com)

I use a google docs to create spreadsheets for each of my classes in which I have their picture (helps me learn names as receive their exit grades each day) and categories for each of our grading criteria. I use this spreadsheet to quickly copy and paste parent progress reports upon request. I also am able to share with classroom teachers to give them feedback on overall and individual behavior to report to parents upon request. This saves me a ton of time so the teacher doesn't need a specific report written for a student each time they request. The classroom teacher can actually pull up the needed information and send it on much more efficiently.  
*submitted by Andy Osegard, Black River Falls School District*

I used Google forms as a survey tool to collect data from our school's Fuel Up to Play 60 taste testing event. Our elementary students had the opportunity to taste test a variety of different fruits, vegetables and low-fat dairy products through a Fuel Up to Play 60 grant. Students used the Google form to vote for their favorite in each category. It was easy to create and send out to the classroom teachers, who made it available for their students to utilize. It reported all 700+ student votes back to me in the form of a spreadsheet according to the popularity of each food item. My principal and teachers loved the integration of technology and I loved it because it made my job much easier!  
*submitted by Andrea Brehm, Physical Education Teacher, [abrehm@wdpsd.com](mailto:abrehm@wdpsd.com)  
WHPE Central Wisconsin District Coordinator  
Hemlock Creek Elementary School, De Pere*



## Breaking the Code – Using QR Codes In Physical Education

This is a QR Code that will take you to one of my Pinterest board ideas on using brain breaks in the classroom. I used this QR code at my school to give teachers a simple way for them to use brain breaks in their own classrooms. You can use a QR code reader app right now to scan the code and see the brain break idea.

This year all teachers at my school had to create a SMART goal for their classrooms and mine was tied to reading. I used a QR code and an I Pad with a QR code reader app as a station during one of my fitness station lessons and the kids scanned the QR code and then read a short article on the importance of getting sixty minutes of exercise every day. I then asked them a few questions about the article and then they used the I Pad to do yoga for the rest of the time at the station.

There are so many ways physical education teachers can use QR codes in their classes. These codes spark interest in the students and can be used to encourage them to lead a healthy lifestyle.

*submitted by Crystal Gorwitz, Hortonville Middle School*

## Together We Are Stronger

I have recently been involved in collaborating on two projects on Twitter - using Google docs as a platform, PE and Health educators from around the world have been working together, pooling and sharing their expertise to create a bank of [PE Instant Activities](#) and ideas to incorporate [Numeracy in PE](#). These collaboration documents represent something I feel we should all be doing- there is no need to reinvent the wheel when we can share expertise, learn from each other, adapt and modify ideas to suit our own needs. At conventions and workshops we do this by presenting, networking at & between sessions. Why don't we do this all year round?

This is where WHPE can help. What are you working on? What do you need help with? Would you like to get the ball rolling on a project? To borrow from the Twitter #PEgeeks community "Together we are stronger"

*submitted by Jo Bailey, WHPE President*



In our High school (Plymouth High School), we have a **PE Weebly** that has all of our important information on it. We have study guides, make-up forms, syllabi, units, etc. In our PE 1 and 2 classes (frosh and soph) we have our students use heart rate monitors. Typically the students need to get HR 1 or 2 times per unit depending on the unit. I have my students try at least 3 times to get the required amount of minutes in their THR zone. If they get the required amount of time they get full credit (graded as an assessment grade). If they don't get the required time, but they get at least 1/2 the amount of time they need in their THR zone, they are allowed to blog about it. In the blog they need to give a good quality answer as to why they didn't get the required amount of time in their THR zone. Maybe they were too high or maybe they weren't moving around enough to get into their zone. Then, depending on their response, they get points accordingly. It really helps them to be accountable for their grade. [pantherpe.weebly.com](http://pantherpe.weebly.com)

*submitted by Kamie Gritt, Health/Physical Education Teacher  
Plymouth School District*

**Nutrition/Fitness website** that I personally use and have my students use as well.

It's as follows:

<http://caloriecount.about.com>

Calorie Count offers free food nutrition data. Learn how to live a healthier lifestyle by eating more nutritious meals and making better diet choices. It also offers forums, healthy recipes, weight loss calculators, exercise routines, logs, articles, and more. It keeps track of all of your daily food, activity, and calorie intakes and gives a breakdown of nutrients in your diet. It's a great tool to help a person visually see where they need to improve in their overall fitness, and have support as well.

*submitted by Lori Diesburg, [ldiesburg@mellendiggers.org](mailto:ldiesburg@mellendiggers.org)*

13<sup>th</sup> Annual

# BEST PRACTICES 2013 IN PHYSICAL EDUCATION AND HEALTH

JULY 23-25, 2013 TUESDAY - THURSDAY, UNIVERSITY OF WISCONSIN-STEVENS POINT

Register online at:

<http://www.uwsp.edu/conted/ConfWrkShp/Pages>

Click on "Best Practices In Physical Education and Health"



## Great Links!

Check out how obesity has changed over the years...follow the link:

<http://www.americashealthrankings.org/WI/Obesity>

Check out a link that Jo Bailey, WHPE president, shared: Here's a wonderful 10 minute video of Dr. John Ratey (author of Spark) detailing the connection between exercise and learning. Share with your colleagues, administrators, school board members, students and parents! <http://youtu.be/hBSVZdTQmDs>

### WISCONSIN ADAPTED PHYSICAL ACTIVITY RESOURCE DIRECTORY

#### WISCONSIN BASED RECREATION, SPORTS, AND FITNESS PROGRAMS FOR INDIVIDUALS WITH DISABILITIES

Link: <http://www.whpe.us/resources.htm>

The link between physical activity and academic achievement: [http://todayhealth.today.com/news/2013/02/28/17121027-smart-jocks-fit-kids-do-better-on-math-reading-tests#.US9xR\\_8xlg0.twitter](http://todayhealth.today.com/news/2013/02/28/17121027-smart-jocks-fit-kids-do-better-on-math-reading-tests#.US9xR_8xlg0.twitter) and one from former Surgeon General David Satcher [http://www.huffingtonpost.com/david-satcher-md-phd/heathy-kids\\_b\\_2806276.html?utm\\_hp\\_ref=tw](http://www.huffingtonpost.com/david-satcher-md-phd/heathy-kids_b_2806276.html?utm_hp_ref=tw)

President Jo Bailey's fitness challenges can be found on the [Fitness Challenges Wiki](#)



## iPad ideas ...

I use iPads to record students who are struggling with a skill. I record them attempting their skill and provide them feedback as they are watching their performance. I also use iPads

to record Adapted PE assessments and use their videos as motivators during goal work.

*submitted by Andy Osegard, Black River Falls School District*

I use my iPad every day. The Seconds Pro app is used to guide my students through a warm up. I then use the Team Shake app to separate students into groups and/or teams for our lesson. While the students are developing skills or playing games I use the iPad to time our stations/games, take videos to provide immediate feedback to my students, or use it to take pictures and post them to Twitter.

*submitted by Chuck Brehm, Westwood Elementary Physical Education Teacher, West De Pere School District. Twitter: @WestwoodPE*

I use a variety of apps with my K-3 students, but what I like the most right now is videotaping with Coaches Eye and then playing it back in slow motion or being able to draw and write on the video as it plays. This has helped so many students see what they are doing correctly or incorrectly with their skills. It is fun to tape a "before and after" to let the students see the difference and to see if they applied their new knowledge. *submitted by Brenda Erdman, Elementary PE Teacher, Reedsburg Twitter: @MBSinPE*

iPad idea K-2: I have 4 school iPads and a personal iPad to use in my classes. The goal of the two lessons was to introduce the concept of symmetrical and asymmetrical shapes and yoga poses. We first did a "copy cat" warm up with cones scattered around the gym and a yoga pose at each cone. Students practiced different locomotor skills to music, when the music stopped I said "Copy Cat" and students went to a cone and copied the picture with their body. I walked around and asked if they were symmetrical or asymmetrical. I then introduced yoga poses with the app Super Stretch Yoga HD. We also discussed if these were symmetrical or asymmetrical. The next class I did stations. I set out 5 iPads on the floor along the wall. Students crawled to the iPad tapped an icon on the program, Super Stretch Yoga HD, and then backed up behind the out of bounds line to follow along with the video of the yoga pose. *Submitted by Sandra Hagenbach, shagenbach@depere.k12.wi.us*

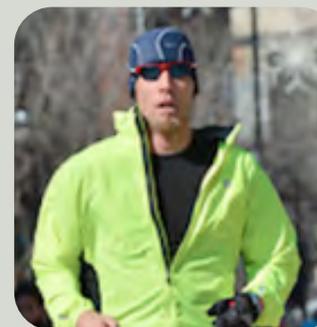
April 15th, 2013 the 117th running of the:

# BOSTON MARATHON

## Boston Marathon:

One of the top 5 world marathons and the only marathon that you must qualify for in the United States!

A picture with running friends after the 2013 Shamrock Shuffle in Madison, WI



## MY RUN FOR THE BOSTON MARATHON

By: Matt Pomeroy

It all started in 2005. It was my 2nd year of teaching physical education at Merton Schools. A bunch of parents would congregate outside of Merton School and chat while their kids unwind and play after a long day of school. These were not just any parents though, they were marathoners, triathletes, and iron-men and women! The conversations began about long distance running and I was hooked. That same year we started our track club and the running bug bit me! My goal was to run a marathon. I knew this would take time to build to and patience, but once I began to learn more about marathons, the lure of the Boston Marathon was all encompassing. After my first marathon in 2009 I had qualified for Boston! I soon realized that my daughter was going to be born in October, and that training for a Spring marathon and raising a 6 month old baby and a 2 year old was not a good idea! I knew I could pass on it this time and try to qualify again. In 2010 I ran the Chicago Marathon and struck out. It was hot and humid which led to running with multiple calf cramps for 8 miles! I missed my qualification time by less than 2 minutes I was a little depressed, but I was determined to qualify again for Boston. I put

in a lot of work over the Spring and Summer track seasons to get ready for Lakefront in October 2011. I got a perfect day, ran a great race, and set a personal best of 2:56:59 which qualified me for Boston in 2013! My training for Boston started at the end of October in 2012. I needed to build my base miles (up to 70 miles a week) and put in some good speed work during the school year, if I wanted to break my personal best at Boston! I knew this would

be a lot of work with school, a family (2 children), and training, but it was what I wanted to and needed to do to set a good example for my kids and my students! With about 2 weeks to go my training was going very well and I am feeling great and ready to run! The taper had begun and my preparations for Boston were almost set. Race week at school was wild! There was lots of excitement building about my race and I was getting well wishes from hundreds of students, staff, friends, and family! On Wednesday my principal held an all school assembly where he showcased an inspirational and historical Boston Marathon movie. The support from the students was amazing. Friday after school I was told to go to our lobby at school and gave about 400 high fives as everyone left! Wow!



## Race Week at home ends and now the journey really begins!

High fives and well wishes have been given and now it's time to think about racing! Off to Chicago my wife and I go so we can fly to Boston! We spent two days in Boston to get acclimated to the city and prepared for the race. We got to know the T system (subway), ran some nice easy runs, took in the sights and sounds, and plans were set for where my wife would watch me on the course.

Race day is called Marathon Monday or Patriots Day in Boston! This race and the holiday is a hallowed tradition of Boston. Kids have off school, most people don't work, and other sport teams schedule games around the marathon. By 6 AM I was on a bus to Hopkinton for the start of the race. We camped out at athletes village with 27,000 other runners. At 9:10 it was time to pack up and move to the start line! I was so ready! I arrive in my corral, elite runners get announced, the Star Spangled Banner is played and at 10:00 we are off running the 117th Annual Boston Marathon.

Through the course I remember the quiet times where you can hear thousands of runners footsteps in unison, crowds going wild at so many locations, watching hundreds to thousands of runners climbing through the Newton hills, and then the most amazing fans cheering and supporting every runner to the finish line. Amazing race! I made it to the finish line and crossed it in 2:57.24.

I made my way through the finish area, got my bag from bag drop, and met my wife and friends at our planned meeting area. We hung out for a while and decided it was time to go back to our hotel. We walked back to the T station check out of our hotel and into another so we were ready to fly home.

All of a sudden our phones were buzzing like crazy from friends and family asking if we were ok. We had no idea why. Finally a call came in and said you have to turn on the TV. I turned it on and I could not believe my eyes. The finish line that I just had crossed 1 hour before was attacked. We spent the rest of the night talking to friends and family letting everyone know we were ok, but all my thoughts were on the innocent people that were hurt. We were shaken up and shocked for days and weeks after, but we knew everyone out East was Boston Strong and they would persevere through the attacks. I was not planning on running the 2014 Boston Marathon, but because of the events that happened, the spirit of the city, the draw of the race, and the camaraderie of all running individuals across the globe I knew that I have to run in the 118th annual Boston Marathon! See you in 2014 Boston!



## RUN BOSTON



## THE FINISH LINE



## TRAINING BUDDIES



A Sign made by my 8th grade students

# WHPE Informs and Advocates at WASB Convention



Do your school administrators/school board members know that Physical Education is an academic subject with related standards? Hopefully, the answer to this question is a resounding 'Yes' for all WHPE members.

For those Districts that do not have active WHPE members to inform them, WHPE Secretary, Jan Kunert, coordinated the annual advocacy event at the Wisconsin Association of School Administrators/School Board Members Convention in Milwaukee on January 23 & 24, 2013 for the express purpose of informing them about Quality PE. Brenda Erdman, Crystal Gorwitz, Kris Fritz, Brian Marx, Wendy Monson and Doug Kane assisted Jan.

Over the two days, some 50 plus contacts were made with individuals from across the state representing many Districts. WHPE members disseminated a one - page handout linking current research on the brain supporting Physical Education as an academic subject with standards and assessments. Copies of WHPE Newsletters containing examples of professional development opportunities and WHPE Convention information were also given to the WASB attendees. Mary Andrae, WMMB regional representative assisted at the booth by handing out promotional items and information on the Fuel Up to Play 60 program.

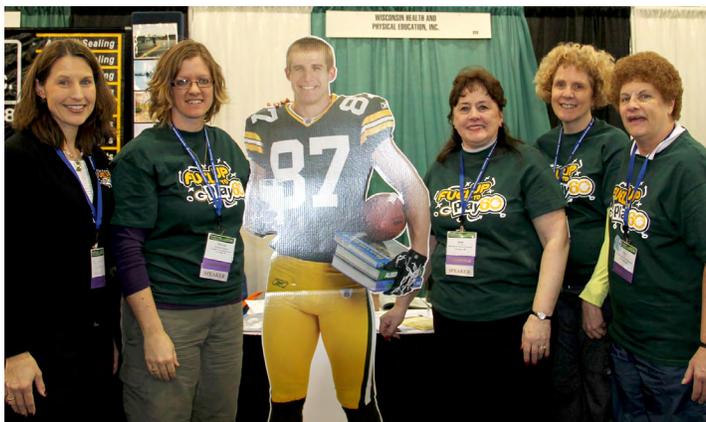


During an afternoon breakout "Meet the Experts" session, WHPE Past Presidents, Brenda Erdman, Crystal Gorwitz, Kris Fritz and Brian Marx presented mini Pre K – HS grade level activities with the help of Gail Milbrath, advisor & WHPE member, and her Greenfield Bilingual MPS Fuel Up to Play 60 students. Kris and Brenda engaged the demonstrators and audience in healthy eating / plate activities appropriate for the lower elementary grades, while Brian and his students explained how they carry out an Adventure Education unit. Crystal conducted an I-pad technology interrelationship between PE and Science for High School.

Following the session, attendees were treated to a healthy parfait snack related to Kris' activity and Mary Andrae spoke about Fuel Up to Play 60. Attendees were given an opportunity to ask questions of the presenters during a short discussion.

"Working Together to Cultivate Excellence" was chosen for the 2013 WASB theme and all WHPE participants affirmed that they had done just that during the two - day event at both the WHPE booth and at the break out session "Invitation to Move." WHPE members who have been involved in this even from its inception acknowledge that attendees are beginning to connect WHPE as a brand and many more know and share our objectives. Participation has grown over four years and WHPE is more recognizable as evidenced by the more 'in depth' conversations occurring during booth contact time.

Jan Kunert is to be commended for assuming major responsibility for coordinating this event. WHPE wishes to 'thank' Mary Andrae and WMMB for her assistance and sponsorship that has helped to improve booth visibility over the past two years.



# “Influence of Your Cultural Self” Culturally Responsive Health and Physical Education

Dan Timm, Ed.D.

Although this is the spring newsletter and the calendar shows it is now late March and officially spring, it is again snowing. But, that's OK. We like the different seasons in Wisconsin and a longer winter will make us appreciate the warmer weather of spring and summer that much more.

In the last newsletter, I wrote about discovering who you are as a person. The first step to discovering who you are as a person was to perform a cultural self-mapping to identify the various aspects of your life, past and present. I suggested using a tree to help describe your cultural self.

After learning about your cultural self, you now need to reflect on how those aspects from your life influence who you are as a teacher...

First, think about your attitudes toward human differences. What are your feelings toward people who come from a cultural background different than your cultural background? For this exercise, you may want to initially consider the cultural backgrounds of your students, including but not limited to their racial, ethnic, religious, socioeconomic, or home life backgrounds. Eventually, you may want to go beyond the backgrounds of your students and consider your attitudes toward other types of human differences.

Second, how have you responded to experiences with diversity? Think about opportunities you have had to interact with people from different cultural backgrounds or simply when you were in the presence of people from different cultural backgrounds. What do you remember about these experiences? Why do you remember particular things?

Third, how has your cultural self influenced your attitudes and responses? Psychologist Patricia Devine stated that all persons have learned stereotypes and biases during their lives which are the foundation for how they react to situations (Fritz, 2008). The attitudes you have toward human differences and the manner in which you have responded to experiences with diversity are rooted in your cultural self. Go back and examine your cultural self-mapping tree. Somewhere in that tree will be the foundation of your attitudes and responses.

Fourth, how have your attitudes influenced your teaching? Think about times when what you believe or feel influenced how you taught or how you interacted with individuals at your school. Can you trace your actions back to your cultural self? Have you ever selected class activities based on your cultural self?

Lastly, think of ways to adjust your personal attitudes and improve yourself as a teacher. Adjusting your personal attitudes is something you would need to address individually. Improving yourself as a teacher can begin by becoming familiar with culturally responsive teaching practices. In the next newsletter, I'll start to discuss those practices.

Fritz, N. (2008, November 5). Professor spends 25 years making 'prejudice puzzle.' Wisconsin Week. P. 5.

*submitted by Dan Timm, Ed.D., Faculty Associate, Department of Kinesiology, University of Wisconsin*



## Book Reviews

Check out this [great video](#) created at the 2012 Dupage Institute PE, Health and Driver Education Workshop in Naperville, IL. If you are not familiar with the work of Phil Lawler & Paul

Zientarski from Naperville Central High School, they were featured in Dr John Ratey's book [Spark - The Revolutionary New Science of Exercise and the Brain](#). Using brain research that linked vigorous physical activity and academic performance, Phil Lawler created [Learning Readiness PE](#), a program that ensured that students who were either struggling in reading or maths had PE directly before their reading or maths class. I was fortunate to speak with Paul Zientarski at this year's Dupage Institute on March 1st and he said the key to their program was getting the maths, reading teachers and coordinators onboard. There have been so many studies completed now that demonstrate a significant link between exercise and academic achievement, the [CDC](#) now has a page devoted to them. These studies are crucial for us as educators - we all know the first wealth is health but we need to keep all decision makers aware and current with this information.

**submitted by Jo Bailey, WHPE President**

I am a fan of the **Heath Brother's books**. The first one [Made to Stick](#) is about getting your message across in an unforgettable way. The second one is [Switch](#) is about change, transition, and strategies to help yourself and others transition to both desired and imposed change. Their new one is [Decisive](#) and is the result of research about how decisions are made and some insights into strategies for making tough decisions.

**submitted by Dru Mitchell, Theisen Middle School**

### Learning Targets, Helping Students Aim for Understanding in Today's Lesson

by Connie M Moss and Susan M. Brookhart  
Writing effective curriculum is a critical part of strong, effective teaching. Part of the process with curriculum is writing Learning Targets. This book is a good resource to help you understand how to write and understand learning targets.

**submitted by Brenda Erdman, Elementary PE Teacher, Reedsburg**  
**Twitter: @MBSinPE**

### The Kinesthetic Classroom: Teaching and Learning through Movement

by Traci Lengel and Mike Kuczala  
This book is a must read for all teachers but especially for classroom teachers. It examines why and how to implement movement in the classroom to enhance student learning and highlights several success stories where the combination of physical activity, movement, and academics led to enhanced educational success. Ask your school library to purchase a few copies for your faculty to use!

**submitted by Jo Bailey, WHPE President**

# Today's Physical Education

Keith Bakken, WHPE Executive Director



Imagine a school district that has not upgraded its computers in the past 30 years or one where the final chapter of its history books ends in 1950. Imagine a school district that expects an English major to teach chemistry. No one would stand for such low expectations. Today's physical education like all other academic subjects deserves the best teachers with state of the art facilities.

A physically educated adult knows how to take care of the only body he/she has been given. At a time when the cost of health care is on everyone's mind we cannot afford to cut back on the one academic course offered in our K-12 schools that empowers us to take control of our own wellness.

If your school district is planning to save money by cutting or reducing physical education next year, urge your Board to reconsider. If your school board members do not know the difference between athletics and physical education, invite them to visit your class. Yes, our student athletics need physical education too. Today's physical education teachers are giving students tools and knowledge they will use for a lifetime. Physical education is the most economical health insurance available. Demand only the best. For more information visit <http://www.whpe.us/>



## Quotes:

“If you think you're too small to make a difference,  
try going to bed with a mosquito in the room” – *African Proverb*

Strive for progress, not perfection. – *Unknown*

“Knowing is not enough; we must apply. Willing is not enough; we must do.”  
– *Johann Wolfgang von Goethe*

“Motivation is what gets you started  
Habit is what keeps you going.” – *Jim Rohn*

“Most people never run far enough on their first wind to  
find out they've got a second.” – *William James*

“A person can succeed at anything for which there is enthusiasm.”  
– *Charles M. Schwab*



**WHPE /  
JRFH/HFH  
Grants  
Available**

If you are involved in a project which promotes fitness and heart health, and will benefit a general population rather than just those affiliated with WHPE, you might be interested in funding through a WHPE/JRFH/HFH grant. Grant guidelines have been set for those who wish to apply. The guidelines include proposal specifications and timelines. The deadline for the grant cycle are February 1, 2014 You may contact is WHPE office for more information or check out the grant guidelines on the WHPE web page at [www.whpe.us](http://www.whpe.us).

## Necrologist Report

If you become aware of the death of a  
WHPE member, please contact:

**Necrologist  
c/o WHPE**

**24 Mitchell Hall 1725 State Street  
La Crosse, WI 54601**

**800-441-4568;  
608-785-8175;  
[whpe@uwlax.edu](mailto:whpe@uwlax.edu)**

