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

From your President . . . Jo Bailey



A month in the life of WHPE

The annual WHPE convention has come and gone, monthly updates, challenges, and newsletters greet you throughout the year but what else goes on behind the scenes? I thought it might be a good idea to share with you the work goes on continuously behind the scenes to ensure that the needs of WHPE members are met throughout the year.

In January Keith Bakken testified at the State Capitol building regarding Assembly Bill 609, which proposed daily physical education for all elementary students. While daily PE appears to be an admirable goal, an unfunded mandate could lead to bigger class sizes in schools where there is already a lack of space for physical education. Keith spoke on behalf of WHPE and physical education teachers to ensure that the legislature was aware of the implications of this bill.

Several WHPE member presented at the WASB convention - the Wisconsin Association of School Board members. This was the 5th year that WHPE has attended the convention and it serves as an excellent opportunity to educate school board members regarding what constitutes high quality health and physical education and to raise awareness as to the importance of these programs. School boards are the decision makers regarding the provision of physical education, health education, and the adoption or rejection of waivers in physical education.

In February we reached the deadline for convention proposals, grant submissions, and awards nominations. Various WHPE committees are working diligently to finalize the convention line up, review awards nominations, assess grant proposals, and determine the next steps to complete each of these processes. We held the first WHPE Google Hangout on Educator

Move To Learn



Effectiveness and Student Learning Objectives. Several members also presented at the Adolescent Health Symposium in Madison.

In March we held a Best Practices in Adapted Physical Education workshop in La Crosse, attended by over 70 WHPE members. This was closely followed by the executive committee and board of directors meeting. At the end of the month we travelled to St. Louis for the AAHPERD/ SHAPE America convention where WHPE represented its members at the alliance assembly. In between all of this we are constantly answering questions, helping members with resources, and staying on top of current issues.

As we move towards summer, WHPE is working in partnership with the DPI to present the Best Practices in Physical Education and Health workshop, to be held at UWSP from July 22-25th. It's fair to say we are busy, but extremely proud to be representing and supporting WHPE members every day, every month, all year long.

I wish you all a wonderful Spring and hope to see many of you at Best Practices in July. Enjoy the rest of the school year!

Jo Bailey



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

Hello WHPE members and educators,

Jump Rope and Hoops for Heart sessions have been wrapping up across Wisconsin, and I would like to personally say THANK YOU to all coordinators who hosted events this year and for creating “Move to Learn” experiences that helped your students understand the importance of developing healthy hearts and living physically active lifestyles! Your efforts are truly appreciated!



Jump Rope for Heart National Award Winner

At the 2014 SHAPE America National Convention in St. Louis, **Wisconsin Physical Educator, Dave Dixon**, was recognized for demonstrating great leadership in his Jump Rope for Heart events! Congratulations to Dave for receiving a 2014 SHAPE America Jump Rope for Heart Grant Award! He received a one year SHAPE America membership, a trip to the SHAPE America National Convention, and a \$1200.00 gift certificate from US Games. Hope you had a great time in St. Louis! Thanks for sharing great Jump Rope for Heart experiences with your students and Hayward community!



35th Anniversary Jump Rope for Heart News **Jean Barkow, Founder of JRFH, Honored**

In 1978 Jean Barkow, PE Department Chair at Riverside High School in Milwaukee Public Schools (MPS), was looking for an activity that she could provide her students that also promoted physical fitness and community service. She developed the idea of a “Jump-Rope-Athon”, and at Riverside High School’s first “Jump-Rope-Athon” event, Riverside students raised over \$2,000 for the American Heart Association! Within two years this event became a national event, co-sponsored by the AHA and AAHPERD, and was renamed Jump Rope for Heart.

In honor of her tremendous contributions to AHA and physical educators across the country, MPS and AHA recognized Jean Barkow in a 35th anniversary celebration event held at Riverside High School on Friday, February 21st, 2014. The 35th anniversary celebration began with a ceremony thanking Jean for starting Jump Rope for Heart and creating an activity that has helped PE teachers across the country share an event that helps students connects the importance of physical activity with positive, healthy lifestyle behaviors.

Jean’s passion for JRFH continues to this day, as was demonstrated by her giving a donation to the American Heart Association in the middle of the ceremony. The Jump Rope for Heart event held on February 21st included students from Riverside High School students, Fairview Elementary School, and Fernwood Montessori School. MPS Superintendent, Gregory Thornton, thanked Jean personally for her service to the community, and then showed his support by jumping with the students in their JRFH event afterwards!

As a culminating activity of this fun, celebratory and collaborative JRFH event, MPS unveiled a sign at Riverside High School, naming the Riverside gymnasium in her honor! Congratulations, Jean, and thank you for starting an event that has lasted 35 years and is continuing to grow stronger each year! Watch the news coverage of this special event from Channel 12 in Milwaukee:



<http://www.wisn.com/news/south-east-wisconsin/milwaukee/milwaukee-teacher-who-inspired-jump-rope-for-heart-receives-huge-honor/24609724>

Milwaukee German Immersion School Breaks Jump Rope for Heart Record!

Eric Arndt, longtime Physical Education Specialist and WHPE member from Milwaukee German Immersion School, ran a Jump Rope for Heart Event for the first time in over six years. He talked his principal into setting a couple of school-wide goals. In previous JRFH events at his school, they had never raised much over \$3,000, so Eric promised his students that the principal and he would dye their hair pink if the school collected over \$5,000 in donations. In his wildest dreams Eric did not expect the response! Milwaukee German Immersion School's final JRFH donation total was just over \$23,000 which is a record for Milwaukee County. Milwaukee German Immersion School raised \$15,000 of the donations online, which is a record for the state of Wisconsin.



Milwaukee Public School District recognized Eric for his great event on the MPS Superintendent's district website. "We're grateful for the generosity of the Milwaukee German Immersion School community and proud of their efforts to support this worthy cause," **MPS Superintendent Gregory Thornton** said. "Students, staff and families have stood together to fight against heart disease, one of the top killers of Americans today."

"It has been 'wunderbar' to see the entire Milwaukee German Immersion community rally to help us save lives," said **Tim Nikolai**, Youth Market and Heart

Walk Director at the American Heart Association's regional office in Milwaukee. "The Milwaukee County record \$22,500-plus the school raised, including a Wisconsin-record \$14,500 collected online, will help us save more than 400 lives."

MGIS physical education teacher Eric Arndt helped organize the event and fundraising behind the scenes, "but my friends and



families at MGIS did all the real work. Their efforts are a true testament to the wonderful program we have over here. It is my honor and privilege to be able to work with such amazing families. Keep jumping everybody!"

High School Hoops for Heart Idea

Are you a high school PE teacher who has wanted to do a Hoops for Heart event, but are looking for ideas on how to plan an event? How about incorporating this creative idea? Plan a mini-basketball clinic/fun day for kids in your community and have students in your classes, student council, and from your school basketball team help run the event. Kids that participate could pay a nominal entry fee that will go to AHA, and HS students could collect donations as well as part of their community service project. Heart health messages and activities could be emphasized at stations or small sided basketball games. A win-win for your community and your students!



We Jump. We Shoot. We Save!

Feel free to contact me if you have any questions about Jump Rope and Hoops for Heart! pkestell@cedarburg.k12.wi.us





Great JRFH Events

Our Jump Rope for Heart event was held February 10-14 and was a huge success. Hemlock Creek raised \$12,910.00 for the American Heart Association - our best year ever! Students participated in a variety

of different stations during their three PE classes throughout the week. Stations included: the vault, jump sticks, vertical jump, obstacle course, monkeys jumping on the bed, long jump ropes, short jump ropes, hula hoops and the stethoscope station.

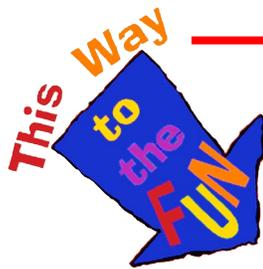
Andrea Brehm

WHPE Central Wisconsin
District Coordinator
Physical Education Teacher
Hemlock Creek
Elementary School
West DePere School District



We held a JRFH event, and we set a new school record for donations. It is our 20th year having a JRFH event.

William Westphal, westphal.william32@gmail.com



“Activity Ideas”

“Angler Education Activity”

Since 2007 I have been teaching Angler Education to my 3rd grade students. We follow the Wisconsin Department of Natural Resources “I’m fishing, now” guidelines. Our field trip ends with a trip to a local fishing pond.

I’m fishing, now! Check off your skills

I have:

- ✓ rigged my own pole.
- ✓ tied a knot.
- ✓ baited a hook.

I can:

- ✓ cast safely.
- ✓ reel properly.

I know:

- ✓ at least three different kinds of fish that live in Wisconsin.
- ✓ three animals that eat fish.
- ✓ three things important for fish to survive.
- ✓ two reasons why wetlands are important to fish and wildlife.
- ✓ what I can do to protect fish habitat.

I always:

- ✓ wear a life jacket around deep or swift water.
- ✓ fish with a buddy and tell an adult where we are going.
- ✓ am careful with hooks.



here is the link: <http://dnr.wi.gov/topic/fishing/anglereducation/TeachingMaterials.html#BigSplash>

Andy Roloff, Oshkosh

“Whole Language Development Activity”



The Madison Metro School District, is really making a push with “Whole Language” development. Last Friday I learned a strategy that I have been trying in my PE classes... with a lot of success!

The strategy is called *Turn and Talk*.

In essence, what happens is that two or three students turn towards each other and talk about a topic provided by the teacher. The idea is that all of the kids get the opportunity to talk about what they know... or to listen to someone who knows other information.

They are expected to:

- Talk about the topic
- Be on topic
- Take turns talking and listening
- Talk in full sentences
- Look at their partner

This T & T activity takes about 1 minute.

The teacher can then “regain” attention by ringing a bell, using a clap pattern, counting down from 5 etc.

Now you can take 1 minute to explore what they talked about... The teacher could say... “I heard several kids say...” and then do a very quick recap.

The teacher could ask the kids to raise their hand and share what they and their partner talked about.

I tried it yesterday for the very first time and really enjoyed integrating it into my classes.

You might say and ask... “When I say “GO” please turn and talk with a close neighbor about...”

“What do you know about bowling?”

What were the rules for using the yarn balls?

Why is it important to exercise?

I will be integrating T & T into every class at least once or twice during the 30 minute class.

To help you on your way, here are 5 YouTube videos on the topic.

<http://www.youtube.com/watch?v=5LaKc6XbQxA>

<http://www.youtube.com/watch?v=RKCupdiy5w4>

<http://www.youtube.com/watch?v=H0aF02dl800>

<http://www.youtube.com/watch?v=nznO1BMtahw>

<http://www.youtube.com/watch?v=9VCtE8N44nA>

Good luck!

Chris Rumbelow, Madison Metro School District

“Elementary Dance Activity”



I have a friend who used to be a DJ and he made me a mix with 20 different songs that cue the moves. We did this at both of my schools during their spring dance. The parents loved it.

Andy Roloff, Oshkosh School District

For Andrew Roloff's YouTube video check out the following: 2014 Dance by Andrew Roloff

“Point Base”

Created and Submitted by by Brenda Erdman, and daughters Leah and Ella berdman@rsd.k12.wi.us

All grade levels, change rules and procedures as necessary.

PE STANDARDS: Touches on all of them, focus on 2 and 5. This activity will work on hitting, throwing, catching, running/sprinting, and cardio. It will also work on counting, teamwork, and honesty.

LEVELS of LEARNING

Progression One: Group of 2.

Progressions Two: Group of 3.

Progression Three: Group of 4.

EQUIPMENT:

4 base markers (spots, bases, cones.)

Throwing or hitting items to play the game with, such as...

Bat and ball, frisbee, foxtail balls, tennis racket and ball, etc.

This game was originally created using a bat and ball, but can be played using other equipment. Be creative!

RULES:

Progression One: Group of 2.

HITTING, RUNNING, FIELDING

Each group of two will essentially play 1 on 1 baseball. Each group will need their own 4 base markers, a bat and a ball. The bases should be where the players choose to put them - either far apart or move them in a little closer. The game starts with one hitter and one pitcher.

You can decide on a no-strike rule, or have a strike rule, and same with fouls. Once the batter hits the ball they must run to first-second-third-home. They will try to get as far as they can. The pitcher fields the ball and RUNS to a base to stop the runner. No tagging or throwing the ball at the runner. The only way to score an OUT is if a hit ball is caught in the air, (or 3 strikes if using that rule.) If the batter gets to first base they get one point, if the batter gets to second base they get 2 points, etc. Thus the name of the game - they get points for the base they get to! The two players then switch with a high five. Keep track of your points. This continues until one player reaches 20 points.

Progressions Two: Group of 3.

HITTING, RUNNING FIELDING, PITCHING, CATCHING

Added position: Pitcher. This version is good for getting someone involved that can not run, an adult that does not want to run the bases, or an extra person (can rotate this position also.) The pitcher is the same position for the entire game.

SAME rules apply as above. Added rules: When the batter hits the ball the pitcher goes to a base. The player fields the ball and THROWS it to the pitcher who is at a base and ready to catch. The batter runs the bases as far as s/he can get. If they are running to a base and the pitcher catches the ball the runner CAN be tagged out, or can run back to the previous base.

Progression Three: Group of 4.

ADDED SKILLS OF CATCHER, STRATEGY AND TEAMWORK.

The four positions are catcher, batter, pitcher, fielder. The players should rotate to each position and keep track of their own points. All the same rules apply as above. The pitcher and fielder need to work together to STOP the batter or TAG the batter. The fielder needs to THROW the ball in to the pitcher and then run in to another base to help if needed.





“Activity Ideas”

“First Grade Underhand Throw”

Name _____

Dear Parents,

Your child has been working on the skill of an underhand throw throughout the school year. At the beginning of the year every student took 5 throws and was assessed on his or her form and accuracy. They were again assessed in the spring. This throwing score sheet shows their growth during the school year. Please feel free to review it with your child and compliment them on their successes in Physical Education.

Criteria	Not meeting criteria-circle	Meets Grade Level Standard	Approaching the Standard	Partially Meets Standard	Does not meet Standard
___ Swinging “T”	arm only forward - hand near hip	Shows all criteria consistently	Shows 2-3 criteria	Shows 1 -2 criteria and needs cues	Shows 0-1 criteria
___ Opposite foot step	foot forward & rocks - same foot - no step				
___ Reach and release to Target	releases up - crosses body				
___ Can hit target 3 out of 5 times	release incorrect - lacks power				

Check criteria that are consistently shown. Tally hits and misses to target.

Large target _____ Small target _____ Miss or steps over line _____ Hits target _____ times out of 5 throws.
 large target=large hoop small target=olympet ring line is approximately 10 feet

Submitted by Sandy Hagenbach, Physical Educator, Heritage Elementary, DePere School District

“PE and Health Without Boundaries”

Technology such as Telepresence, Skype, and Google Hangouts now allow us to share or be in the same place as someone else no matter how far apart we are geographically. This is leading to some wonderful opportunities in the world of physical education and health.

Matt Pomeroy led the way with the global dance off he held with a school in the United Kingdom in January 2013 (you can read more about that here: <http://www.edutait.co.uk/2013/01/30/global-collaboration-so-you-think-you-can-dance/>) Closer to home, D.C. Everest, Wayzata High School in MN, and Ankeny High School in IA recently held an Adapted PE competition. The idea came from Mike Doyle, an adapted PE teacher in MN, who was also recently named the Central District 2014 Adapted PE teacher of the year. Mike’s idea was to have each school perform a dance they had learned in PE via a Google Hangout, which allows up to 10 participants to connect at once. After finally sorting out the logistics of a common time and date, the schools met up virtually, each of the students introduced themselves (working on many speech goals in the process), and each school performed their dance. The students were thrilled to meet their peers from different states, perform for them, and share what they liked about each of the dances. Better still, Hangouts on Air allowed us to record the event and share it with parents so they could be a part of the event. We are hoping that this is the first of many Tri-state collaborations in Adapted PE.



Closer to home still, D. C.Everest has been collaborating with UWSP to bring health education and personal defense classes to UWSP students via telepresence. UWSP students were able to watch a health lesson in action and observe personal defense students being taken through their paces by their teacher.

The possibilities for collaboration through technology are endless. Guest speakers can be Skyped in, universities and schools can learn from each other, and while we might not yet be able to beam a playing field from one location to another, we can certainly be in the same room, no matter how many miles, 30 or 3000, we are apart. If you want to learn more about using Skype visit <https://education.skype.com/> . To learn more about Google Hangouts and Hangouts on Air visit <https://www.google.com/+/learnmore/hangouts/onair.html>! More questions? Feel free to contact Jo Bailey or Matt Pomeroy for more information.

Jo Bailey



There's An App for that!

I enjoy using **Sworkit** with my 3/4th graders. The basic version of it is free. It sets up 5-60 min circuit format workouts (the pro version allows you to customize the workouts). I adapt exercises based on the kids abilities, and the various exercises used fit nicely with discussion/application/checking understanding of health-related fitness concepts.

William Westphal, westphal.william32@gmail.com



HITT Workout Timer (available google store)

High Intensity Interval Training Timer with a few presets and the ability to jump to the next rest and next work round.

I use this timer each day in PE when we do fitness stations. I can set the workout time, rest time and then number of stations. Great app that you can project on the wall for students to see. You can also play music in the background. I use Songza. Which is also another FREE app off available at the google store.

*Shannon Maly, Middle School Physical Education/ Health/ APE Teacher
Middle School Track Coach – smaly@marshallschools.org*

HIIT Training Timer
★★★★★ (11) | Food & Health | from fredthomsen.net | 3,759 users



Book Review

Real Talk for Real Teachers is a book written by a world renowned 5th grade teacher in Los Angeles named Rafe Esquith. His approach to teaching is very realistic and focuses on developing relationships with students. It was an easy read and I will be able to easily take some of his ideas and incorporate them into my physical education classes. A full description of the book and reviews can be found on Amazon.

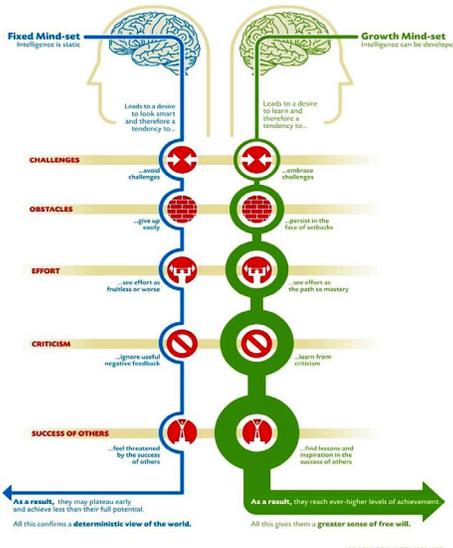
<http://www.amazon.com/Real-Talk-Teachers-Veterans-Surrender/dp/0670014648>

Submitted by Charles Brehm, cbrehm@wdpsd.com

Mindset is an idea that I became familiar with about 5 years ago that has since changed the way I think about teaching and learning. It's a simple idea that differentiates between a fixed mindset and a growth mindset. Individuals who look through the lens of a fixed mindset believe that intelligence and talent are fixed, and that these innate capabilities determine a person's capacity for success, whereas individuals with a growth mindset

believe these same attributes are malleable and can be developed through hard work and determination. A student's mindset (as well as a teacher's mindset) has significant power over their motivation, willingness and eventual productivity. I encourage all teachers (and parents) to carefully read, and re-read Carol Dweck's book Mindset. The adjacent graphic outlines the basic mindset premises.

Submitted by Kristi Mally, kmally@uwlax.edu






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 to get your school involved.




AAHPERD is a proud program partner of Jump Rope For Heart.

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Let's Move Active Schools Ideas...

Hemlock Creek Elementary received a Fuel Up to Play 60 grant to do some healthy snack taste testings this year with all our students. In February, I organized a healthy dairy dip taste test. Our FUTP 60 student team created a script and made a video that was shared with students while they did the taste test. All 750 students tried carrots and dip and the majority of students loved it! Recipe cards were also sent home with the students that day.



Submitted by Andrea Brehm, abrehm@wdpsd.com

Our Fuel Up to Play 60 Student Committee recently incorporated the JAMMin Minute (C) program into our daily schedule. Members of the student committee create a video of the exercises each week and share the video with our teachers via email. Every Monday each of the 26 students on the committee teaches the JAMMin Minute to the K-4 classroom for which they have been assigned. The teachers are then able to use the video for brain breaks during periodic times during the day, when they feel their students need a break. The following link has more information about the program. <http://www.healthetips.com/>

Submitted by Charles Brehm, cbrehm@wdpsd.com



<http://youtu.be/fFM10A45M8Y>

**View the video
"FUTP 60 carrots/healthy dairy dip"**

Rock River Intermediate Fuels Up To Play 60 - Campaign Highlights

1. TEAM UP campaign: 3 of our Student Ambassadors submitted pictures for the TEAM UP campaign recently. We were just notified that - We won! 6th grader, Grace Lenz and program advisor/food service worker, Julie Hanson at Rock River teamed up to highlight our Taste Testing Tuesdays! We won customized Packer Jerseys!

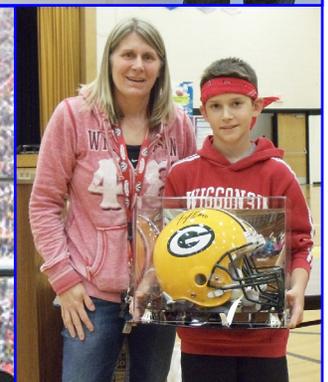
2. Make Your Move Campaign: The FUTP60 Team Captains at Rock River Intermediate submitted a Make Your Move video this fall. It was a fun campaign as the kids showed off all their "moves" and we put them together into a cute video. We didn't win the grand prize, but were awarded a consolation prize. 6th graders, Jaden White, won an autographed Green Bay Packer helmet signed by BJ Raji! Pictured is Program Advisor, Jackie Clark and 6th grader, Jaden White.

3. School Breakfast Campaign: Our third grade FUTP60 team Captains introduced their fellow classmates to Breakfast Bread. They made different kinds of breakfast bread and had the kids taste test 3 different kinds and then they voted on which one they liked the most. They used pomegranates, bananas, cranberries, blueberries and apples!

4. Back to School Kickoff Campaign: Rock River won the Kick Off Campaign this past fall and were one of six schools who won 6 tickets to the Packer game on December 8th. Pictured are four of my lucky students who attended their 1st Packer game! We had the best seats and despite the cold weather, it was AWESOME!

Fuel Up to Play 60 is an awesome program that compliments my physical education program and I can't say enough about the program and all the cool opportunities that my students have experienced because of this program not to mention the healthy culture that is has built in my school. Check out their website at www.fueluptoplay60.com or feel free to contact me for more information on how to get involved!

Jackie Clark
Rock River Intermediate
FUTP60 Program Advisor
jclark@waupun.k12.wi.us



Great Ideas for talking with your School Board

I have presented to my school board on a variety of occasions. I love sharing information with them and I think they enjoy hearing about what is going on in physical education.

Below is a handout from when I presented at the WHPE convention with Jo Bailey about getting to know your school board. *Submitted by Brenda Erdman, berdman@rsd.k12.wi.us*



Physical Education and the School Board

Everyone wants what is best for children. Sometimes we are not always informed as to what is the best or we have misconceptions. Choose to be involved, choose to be a concerned teacher, parent, friend. Choose to advocate for your program and for the children of your district. Do not leave it up to someone else. Every voice matters. Sometimes that voice needs to be heard over and over until it is really heard. Be the change you want to see in your district and in your program.

Goals: What do you want to accomplish with your relationship with the school board?

- Attend all or some of the school board meetings.
- Get to know the school board meetings.
- Promote physical education to the school board.
- other?

Ideas: How are you going to accomplish your goals?

- Get to know my school board members by attending board meetings.
- Share my exciting ideas/events with the school board.
- Send class handouts (examples) to the school board.
- Invite the school board to attend a PE lesson.
- Send a thank you to school board members when they come to an event.
- Send information info about childhood obesity, PE and learning.
- other?



**Active kids do better.
Active Schools help
kids reach their
greatest potential.**

Sign up at
letsmoveschools.org



This is what I accomplished:

*Keep track. Don't just say you're going to do it.
Do it and record it!*

Date _____ Activity _____

Physical Education and the School Board

Year _____

Goals:

What do you want to accomplish with your relationship with the school board?

Ideas:

How are you going to accomplish your goals?

This is what I accomplished:

*Keep track. Don't just say you're going to do it.
Do it and record it!*

Date _____ Activity _____

Greetings Future Professionals!

I hope that you are all having a wonderful start to spring and classes are going well for you! I am happy to announce that WHPE Board of Directors have approved a new membership option for undergraduate students studying Physical Education and Health Education. Starting in April, undergraduate students will have the option to purchase a five year membership for just \$99.00. I would encourage all of you to take advantage of this option. It can make registering for the conference that much easier knowing you will only have to pay for conference registration and not membership.

This is all I have for now. Keep working hard in class and please contact me (phillip.white@my.uwrf.edu) if you have any questions!

– Phil White, UW-River Falls



Personal Accomplishments ...

During this school year I became a published researcher.

–William Westphal, westphal.william32@gmail.com

A McDonald's Active & Healthy Lifestyles Grant for \$500 was recently awarded to my school, Victor Haen, for my "Healthy Hawks Moving Club."

–Mary Ziegler, Physical Education Instructor

–Victor Haen Elementary, Kaukauna

–zieglerm.kaukauna.k12.wi.us

I sang in the "Light Across Time" concerts with the CVASing-Chippewa Valley Area Singers Involved in Neighborhood Giving. On March 2, 2014, 82 singers, plus area musicians performed at two concerts netting over \$7900. Thrivent Insurance will be applying matching funds. All proceeds raised and matched will be given to the Feed My People Food Bank in Eau Claire, WI. Each dollar raised buys \$10. worth of food for the food bank.

I received a Lifetime Award for Volu teer Service given by Royal Credit Union, Eau Claire, WI. This award was based on completing 240 hours of volunteer hours over a 5 year period. This award was received at an Awards Luncheon on January 27, 2014. On that 23

Lifetime Awardees were honored. (My Mother, who is another Lifetime Award winner, is my helper when we do Meals on Wheels. She rides in the 'shotgun' seat!)

–Jan Kunert,
WHPE Secretary



What is your greatest teaching gift or quality and how has it affected your students?

My smile – Whatever happens throughout the day, good or bad, the next time they see me I will have a smile for them. It lets them know I care and I am glad they are there.

–William Westphal, westphal.william32@gmail.com

My belief and high expectations – I think one of the hardest parts about teaching and coaching is figuring out a way to convince some students they are worthy, capable, and that they "can do it!" I want my students to know that I believe in them. I set my expectations high, but achievable. I let them know that I believe in them and work hard to help them believe in themselves. The result is movement and character outcomes that bring smiles on faces and more belief in themselves, which has a positive effect on learning and achievement. We do so much more than just teach.

–Brenda Erdman, berdman@rsd.k12.wi.us



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, 2015. You may contact is WHPE office for more information or check out the grant guidelines on the WHPE web page at www.whpe.us.



Personal Accomplishments * * *

The following article is from a local newspaper (West Bend Daily News) who came to our school to cover our "Fitness Friday" event. The event was the final part of our Jump Rope for Heart month and included a number of local businesses who worked to inspire physical fitness. It was great to have the following message sent out into our community. (We also raise an all-time high for Jump Rope for Heart of over \$5000.) Thanks and have a healthy day! -Tim Mueller

Exercise is serious business Teachers, fitness community get involved

By SARAH MANN

Daily News – TOWN OF ERIN — It was a toe-tapping, jump-roping, bicep-curling, rope-pulling, obstacle-hurdling good time at Erin School's Fitness Friday.

Erin School celebrated one of its biannual all school Fitness Fridays on Friday afternoon, an event where kindergarten through fifth grade shut down to become students' personal gym with a variety of fitness activities designed to keep kids moving and having fun. Though Erin School's physical education teacher, Tim Mueller, regularly organizes the event, this Friday was something special: It was the first time the fitness community has gotten involved.

"The more kids see the positives of working out as an adult, the more opportunities they have of staying physically active throughout their lives," Mueller said.

That's why he invited trainers from Snap Fitness, Anytime Fitness and Hartford Jazzercise, all in the city of Hartford, to come and show kids that playing games and running around having fun aren't things that they have to grow out of.

Fitness Friday features a variety of stations where small groups of kids can rotate from area to area and complete activities at each. One room was devoted to trampolines while another classroom, with desks pushed out of the way, became a scooter-arena.

Isabella Friedl, 10, works her way past the obstacle of desks for the scooter challenge during Fitness Friday at Erin School in the town of Erin.



Fitness: Obesity decreases

Snap Fitness co-owner and trainer Thea Schulteis had one classroom where she, her fellow trainer Jesse Pesch and the students played a card game: The suit or face on the card determined what exercises, like push-ups or backwards lunges, the students had to do.

"Mr. Mueller, he called on the club and asked if we wanted to take part. This is our first time to participate)," Schulteis said. "It's fun. It's super-cute how the kids have free roam."

For Marcus Biskobing and Catherine Guttman of Anytime Fitness in Hartford, the goal was to get students thinking about different, fun ways that they could exercise — "Instead of the conventional gym exercise like running a mile," Guttman said.

("We) give them some different ideas of what they can do, like with a heavy medicine ball, maybe with their friends," Biskobing added.

It also helps that Snap Fitness and Anytime Fitness members are often the parents of children in area schools. It's important to talk to parents about keeping their kids active and healthy, because children who are overweight or obese face increased risks of being overweight or obese in adulthood, said Matt Paulson, co-owner of Rueben's County Market in Hartford.

"There's still this window in elementary and middle school where you can combat that," he said.

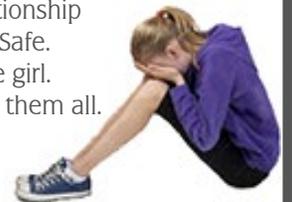
County Market has been a long-time partner with Erin School and Fitness Fridays. Paulson's store supplies a table of fresh fruit, vegetables and water so students have healthy snacks and can learn about nutrition alongside their exercise. With ongoing education efforts, revised labeling and new laws about nutrition standards in school nationally, "Childhood obesity in the U.S. is actually going down a little bit," Paulson said.

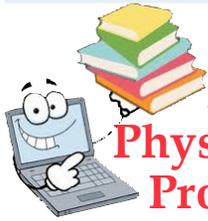
Mueller will do his part to help bring it down further. Erin School just finished with a month-long effort for Jump Rope for Heart, a program that raises money for the American Heart Association. During the month of February, Mueller brought in yoga and zumba instructors to keep kids moving and active.

ReMoved

Do you have homeless students, students in need, students suffering from depression or traumatic events in their lives? Do you always know who these students are? Sometimes a student is misbehaving, or distant or unfocused, but do we always know exactly why? It is hard to know each and every situation for each and every student, but there are a few key things to keep in mind. Keep the line of communication open with the classroom teacher. Often times they know things about the student that will help you understand why they are unfocused or behaving different. Even more important build a relationship and a safe place for your physical education students to thrive in. Encourage them. Help them feel good. Safe. Accepted. We all want that. Included is a powerful YouTube video of the life of a little girl told by the little girl. We all need to try to understand more about our students, and when we don't know we just need to love them all.

Submitted by Brenda Erdman, berdman@rsd.k12.wi.us
<http://youtu.be/10eQUwdAjE0>





Online Resources for Your Health and Physical Education Programs:

If you have not had the opportunity to explore these websites from the state of Wisconsin they have been ranked in the top 100 for web resources for physical education from Physical Education Degree. Wisconsin has 4 representatives in the 5 categories. Department of Health Services, Fairview PE (Milwaukee) and the Department of Public Instruction. As you scroll down the page you can access the website by opening the hyperlink. All of the 100 sites listed are excellent resources.

<http://physicaleducationdegree.org/physical-education/>

Wisconsin Department of Health Services Nutrition, Physical Activity and Obesity Prevention Program

One of many statewide programs focused on health, fitness, and nutrition, Wisconsin takes these topics to a new level with information and resources for any school, home, or worksite. This is an exceptional resource for training and media materials and obesity prevention planning.

Fairview Physical Education

This Wisconsin school provides parents and other readers with information about their PE classes. The blog is well written and inspiring for any fitness enthusiast.

Wisconsin Department of Public Instruction Physical Education Instruction in Wisconsin

Wisconsin is featured through its physical education program for their department of public instruction. This site provides curricula as well as standards, requirements, and responsibilities for early childhood through high school and beyond. http://sspw.dpi.wi.gov/sspw_physicaled

Wisconsin Department of Health Services Physical Education Best Practices

<http://www.dhs.wisconsin.gov/physical-activity/School/PEhome/pestrategies.HTM>

Wisconsin is featured again with its resources provided to enhance physical education best practices. Readers at this site can browse through PE activities, lesson plans, and teaching techniques that can enhance any physical education or health program.

-Submitted by Eileen Hare, MS
Consultant- Health Education, Physical Education,
Coordinated School Health

Twitter-- it exposes me to useful content everyday whether it is research, unit plans, lessons, or pedagogy idea I can use to improve my student's learning experiences.

-William Westphal, westphal.william32@gmail.com

Here is a useful link with some ideas on higher level questioning

http://collier.k12.fl.us/pe/docs/ele/Elementary_School_Curriculum.pdf

-Submitted by Sandy Hagenbach, shagenbach@depere.k12.wi.us

Recipes from your friends in WHPE



Super Fruit Smoothie

Blend 2 cups frozen mangos, 1 cup frozen strawberries, 1 banana, 1 cup milk and 1 cup vanilla yogurt.

Submitted by Sandy Hagenbach, shagenbach@depere.k12.wi.us

Oatmeal Pancakes

2 cups oatmeal (old fashioned)

1 ½ cups milk

¼ to ½ cup sugar (I lower the amount and nobody knows.)

1 tsp. baking powder

2 eggs, well beaten

¼ tsp. cinnamon (I shake a whole bunch in. Good for the brain!)

Mix all ingredients. Set in the refrigerator for a little bit and the oatmeal will grow. I add two heaping tablespoons of flour until it gets the consistency that I want. Cook with olive oil if you can (good for the heart). Any normal cooking spray works.

Can add chocolate chips, berries, nuts, small chunks of apples, it's all yummy!!!

Leftovers hold well in the refrigerator or freezer.

I usually make two batches.

Enjoy the recipe and the time with your family!

Submitted by Tammy Schroeder, tschroeder@npsd.k12.wi.us

American Heart Association  **Learn and Live**

HOOPS FOR HEART

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 to get your school involved.

WE JUMP. WE SHOOT. WE SAVE.

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

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Physical Proximity

Culturally Responsive Health and Physical Education

Dan Timm

Happy spring! As I write this, my spring break is coming to an end. Winter has been colder and snowier than in recent years and like many, I am eagerly waiting for the arrival of spring weather.

In the past few newsletters, I've talked about aspects of verbal communication. In this issue, I'm going to discuss one aspect of non-verbal communication: physical proximity.

Four interpersonal distance zones, or proximity zones, have been established in U.S. culture. From close to far, the four zones are: Intimate, from physical contact to 1.5 feet; Personal, 1.5 to 4 feet; Social, 4 to 12 feet; and Public, greater than 12 feet (Hall, cited in Sue and Sue, 2008).

Health and physical education teachers continually move in and out of all four zones as they teach. Interaction with students in the social and public zones likely will not create any concerns or uneasiness on the part of students. However, interacting with students in their intimate or personal zones may produce a response of discomfort from students.

When in a student's intimate or personal zone, the teacher needs to take note of the student's level of comfort. A student leaning in toward the teacher or making no effort to change the physical distance between student and teacher is an indication the student is comfortable with the teacher's physical proximity to him/her. In the picture below, the teacher is in the personal zone



of the student in the white t-shirt and that student appears to be making no effort to change the physical distance. If the student does lean in, the teacher should not back away. The

student may interpret backing away as meaning the teacher does not like the student rather than the teacher being uncomfortable with the physical closeness of the student.

In contrast, a student who leans back or steps away when the teacher is in the intimate or personal zone is indicating the student desires more physical space. If the student does lean back or step away, the teacher should not follow the student. The teacher needs to find the physical proximity that is comfortable for the student.

To help understand students' preferred physical proximity, the following list may serve as a guide (Cartwright & Shingles, 2011). However, remember that each student is an individual whose preferred proximity may be different than the generality for a race or ethnicity.

African American – social zone, 4-12 feet

American Indian and Alaskan Native – social zone, 4-12 feet

Asian – Chinese: personal zone, 1.5-4 feet;

Filipino: social zone, 4-12 feet

European American – social zone, 4-12 feet

Hispanic – Mexican: personal zone, 1.5-4 feet;

Puerto Rican: social zone, 4-12 feet



At times, it can be necessary for a teacher to move inside a student's comfort zone. When this is required, the teacher should quickly complete what needs to be done at close proximity to the student and then return to the student's comfort zone.

Next time, we will discuss another aspect of nonverbal communication – gestures.

Cartwright, L. A., & Shingles, R. R. (2011). Cultural competence in sports medicine. Champaign, IL: Human Kinetics.

Sue, D. W., & Sue, D. (2008). Counseling the culturally diverse: Theory and practice (5th ed.). Hoboken, NJ: Wiley.

Dan Timm, Faculty Associate, Department of Kinesiology, University of Wisconsin-Madison, Madison, Wisconsin 53706, 608-262-7714, dtimm@education.wisc.edu

Necrologist Report

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

Necrologist
c/o WHPE

Mitchell Hall 1725 State Street
La Crosse, WI 54601

800-441-4568;
608-785-8175;
whpe@uwlax.edu



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 • Mitchell Hall • UW-La Crosse
1725 State St. • La Crosse, WI 54601
800-441-4568; 608-785-8175
berdman@rsd.k12.wi.us

Deadlines for publication are: Dec 15 for the Winter issue; May 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.

WI Physical Educators Shape Impressions & Move PE 'Forward'

Members of WHPE participated in the Association annual advocacy event to help move WI education 'Forward Together' and 'Shape' the future of Physical Education and Health during involvement at the 93rd state School Administrator/School Board Convention in Milwaukee January 22 – 24, 2014.

Several members (Doug Kane, Jan Kunert, Assn. Secretary & Event Chair, Wendy Monson, and Perry & Rosie Sylvester) staffed an informational booth in the exhibits' hall over two days. They showed a SPARK video, 'We Need More PE' and handed out information on past/upcoming WHPE events, standards, policy statements and DPI related items. As they engaged school district attendees in conversation, they opened a dialogue on the need for not only quality PE, but also active school participation. School members were very receptive to discussion and are seeking input to improve promotion for QPE and active school pursuits within their districts. Multiple contacts were made covering a large geographical area of the state and they ranged from small/large and intercity/rural. Because of the many contacts made, this part of the event was deemed to be a success by those who participated.

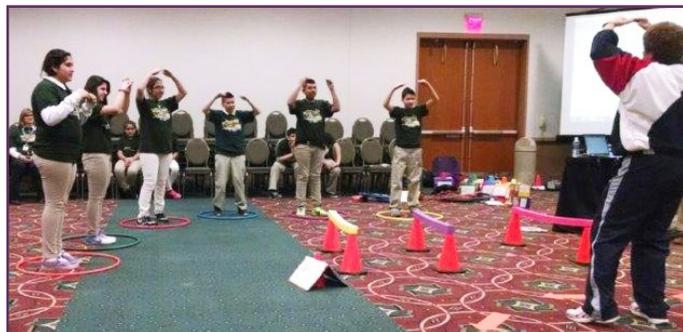
The second phase of advocacy came during a break out session: 'Catch Our Energy' and 'Connect to the Core Curriculum'. Presenters, Kris Fritz,

Patty Kestell (2013 NASPE Elem. TOY), Brian Marx; Tim Mueller conducted mini lessons Pre K – 12 representing examples of how quality physical education should be taught in today's schools using standards- based activities to connect to core areas such as: decision making, literature, math and life skills employers will be looking for in potential workers.

Kris, Patty and Brian had all been part of past WHPE School Board event break out sessions and all thought this year was again productive with the audience engaged in positive interest and feedback. Tim Mueller, first time presenter, expressed the following: "It was an awesome opportunity to join other noted state PE professionals and be able to show what is happening in quality PE classrooms throughout the state." In summary to the session, Kris challenged attendees to 'go back to their schools and get into the PE classrooms and observe what their respective teachers are doing'. She further encouraged them to use the assessment measurement tool (strengths/weaknesses) to look at current programs and make modifications to improve the quality of PE and promote connections to the core.

WHPE wishes to offer 'thanks' to Mary Andrae, WMMB/WI Dairy Council, who helped sponsor our event and promoted Fuel Up Play 60 following the activity session. Likewise, WHPE is again indebted to member, Gail Milbrath, Milwaukee Greenfield Bilingual School, and her Play 60 students who served as session demonstrators for the four presenters' mini lessons. Additional support and 'thanks' for the Greenfield bunch was offered by Mary Andrae who said, "The Fuel Up Play 60 program empowers students to become role models in their schools with regard to engaging in positive physical activity & good nutrition in their schools. The students from Greenfield demonstrated to the audience on how the program can connect physical education to the core standards."

This School Board advocacy event began several years ago resultant of an AAHPERD Midwest District advocacy grant award to then MW President, Beth Mahar. It has continued with the support of WHPE CEO, Keith Bakken and the WHPE BOD. Engagement in this event is moving WI 'Forward Together' and has made a difference in the level and quality of PE programs conducted within the state. (see accompanying photos).





The National Association for Sport & Physical Education (NASPE) has set standards within the profession for over 35 years and has developed the following checklist to help with program improvement. Wisconsin Health and Physical Education fully endorses the use of this tool to help schools identify their strengths and weaknesses and prepare to adopt improvements.

Also check out this resource from the CDC:

http://www.cdc.gov/healthyouth/physicalactivity/pdf/quality_pe.pdf

1. Is physical education taught by a qualified teacher with a degree in physical education?	Yes	No
2. Do students receive formal instruction in physical education: a. for a minimum of 150 minutes per week (elementary) and 225 minutes per week (middle and high)? OR b. for at least 3 class periods per week for all grades the entire school year.	Yes	No
3. Is the physical education class size similar to other content areas to ensure safe, effective instruction?	Yes	No
4. Is there adequate equipment for every student to be active?	Yes	No
5. Is appropriate technology incorporated on a regular and continuing basis?	Yes	No
6. Are indoor and outdoor facilities safe and adequate (so that physical education classes need not be displaced by other activities)?	Yes	No
7. Is there a written mission statement and sequential curriculum based on state and/or national standards for physical education?	Yes	No
8. Are formative and summative assessments of student learning included in the physical education program, and are they related to meaningful content objectives?	Yes	No

9. Does the program provide for maximum participation for every student (e.g., inclusion, no elimination games, all students active at once, developmentally appropriate activities, etc)?	Yes	No
10. Does the program help to systematically develop the physical, cognitive, social and-emotional aspects of each student?	Yes	No
11. Do the physical education teachers regularly participate in physical education professional development activities and have memberships in related professional organizations?	Yes	No
12. Do the physical education teachers receive student health information and have a plan for handling emergencies?	Yes	No
13. Is there regular periodic evaluation by administrators of the physical education program and teacher performance?	Yes	No
14. Do the physical education teachers communicate with other educators, administration and parents on a frequent basis?	Yes	No
15. Do the physical education teachers seek feedback for improvement from students, peers, and parents as a means for program evaluation and improvement?	Yes	No

CEO's Report

Greetings from Mt. Horeb, Wisconsin.

I would like to start this report with a request. For decades, we have talked about the childhood obesity epidemic and we have spent millions of dollars studying the problem. One piece of accepted wisdom that has come from these efforts is a understanding that active recess is an integral part of a child's academic day. Multiple studies have shown that a child's brain functions better after the body has been active. Yet, in spite of all the evidence, denying recess is still a common form of punishment for students who misbehave or commit other minor infractions. If this is happening in your school district, please schedule an appointment with the appropriate administrator and help us put an end to this archaic practice.

The Wisconsin legislature is about to go on recess and there are no current threats to health or physical education on the horizon. On Friday, March 14th, I met with a team from Wisconsin Clearing House, DPI, and DHS to discuss the roll out of Wisconsin's Core 4 + strategies. I suggested to this team that they need to inform each member of the legislature that we have viable initiatives in physical education and physical activity and that they just need to stay out of the way for now. Representative Weininger's bill to mandate daily physical education did not make it to the floor of the Assembly for a vote.

In March, Wisconsin had 3 AAHPERD members travel to Washington D.C. this month for Speak Out Day on Capitol Hill. Many thanks to Colleen, Maureen and Lori for taking the time to make the trip. With that said, please remember the value of home field advantage when talking to politicians. There is nothing more powerful than that a demonstration in your school building.

I continue to receive phone calls from members who are in danger of having their physical education programs reduced in their respective districts. I have prepared a presentation entitled "How To Train Your School Board" that I would like to bring to our convention next fall. Jeff Sikich, from our membership committee is also a member of the West Allis West Milwaukee School Board. He has agreed to help me with this presentation.

Peace and Health to All. Have a safe and rewarding summer.
Keith

