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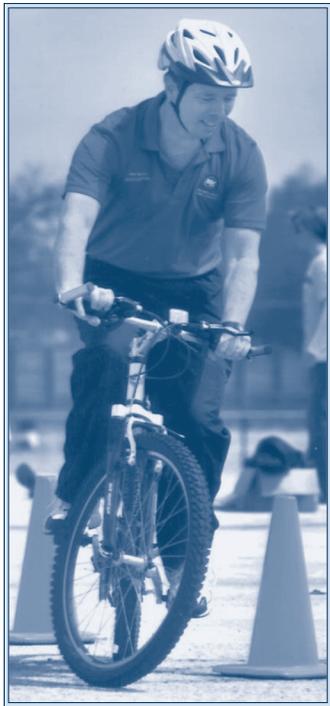
Our mission ...

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

From your President . . . Brett Fuller

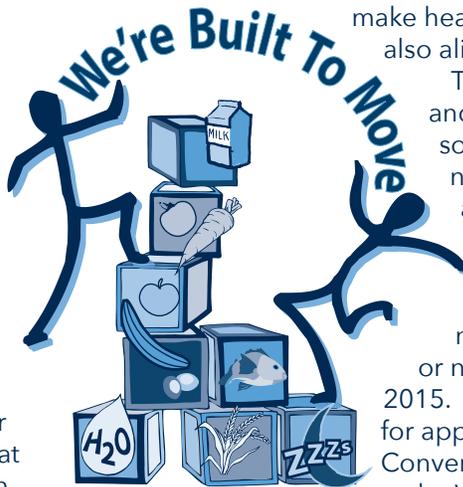
We're Built to Move!

Hi everyone, I cannot believe how quickly the year is going. The old saying that time flies when you are having fun must really mean; time flies when you are busy. Every teacher I have talked to has said the same thing, they are busier now than ever before. It seems like yesterday that we were at the Kalahari with our state convention. It's now December! Speaking of the Kalahari, thank you



everyone who helped out to make the 2014 convention one of the best on record! We had record numbers of attendees at this year's convention and incredible sessions. I continue to be humbled by the talent and dedication of our teachers. I want to give a special thank you to Jo Bailey. Jo has been an inspiration to not only me but also to many others. She has been invaluable to her district, our profession, and to WHPE. Join me in thanking her for her two years of service as President and continued service to children and WHPE. I have huge shoes to fill.

My theme as president is "We're Built to Move!" We were not built to sit in front of a computer all day; it is a key to good health for us as a species. Research continues to come out supporting us. We as physical and health educators know this fact and it is up to us to not take the foot off the gas. I know you are already out there educating our students, families and co-workers of this fact. The theme sounds physical activity based but to move, we also have to eat the right things and



make healthy decisions. So, "Built to Move!" also aligns with our health teachers.

The school year has been flying by and before we know it we will be hitting some WHPE deadlines. First, we have nominations for WHPE Awards such as "Teacher of the Year", "Advocacy", "Promising Professional" and many others. Please check out the awards area on the WHPE website and nominate a deserving co-worker or nominate yourself by February 1, 2015. Soon after that we have a deadline for applying to present at the 2015 State Convention at the Kalahari in October. Go to the WHPE website convention page to

apply online to present at the convention. The WHPE state convention continues to be one of the best in the country because of the high quality presentations by the teachers in our state! Please apply to present by March 15, 2015.

Lastly, we know that there are high quality teachers in health and physical education throughout the state. I would like to highlight our high quality teachers in the newsletter. Please send me information about people I should highlight from your area. Give me their name(s), school(s), what they teach and why they should be highlighted. We need to blow our own horns sometimes! Have a great spring everyone and don't forget to nominate someone (or yourself) for a WHPE award!

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2014 WHPE Convention ... Historic!

This year's WHPE convention at the Kalahari Resort in Wisconsin Dells saw a historic attendance of 757! There were over 80 breakout sessions with almost 40 different companies exhibiting their products. Enjoy a brief look at all the exciting things that happened at convention this year!

Mark your calendars for next year's convention being planned once again at the Kalahari, October 28-30, 2015. Check out the website www.whpe.us for up to date information.



Thanks to all who sponsored a student to the 2014 WHPE Awards Banquet: Shelly Benck, Karen Cain, Kris Fritz, Jan Kunert, Gail Milbrath, Barbara Moulton, Pat O'Brien, Lori Petersen, John Rabe, Jeff Sikich, Perry Sylvester, Rosie Sylvester, and Shirley White.



“Move to Learn” – “We are Built to Move”

During the annual WHPE Convention Banquet on October 30, 2014, WHPE recognized several individuals for embracing the above themes of outgoing President Bailey and incoming President Fuller. Both members and non-members were afforded recognition for what they have accomplished personally and professionally to support the WHPE Mission.

Those who were presented with awards are as follows:

Citation: WELS – Todd Jahns, Jack Gronholz, et. al.

NASCO – Tim Taggert

Rosie Sylvester, Brian Marx; Darci Mick-Beversdorf

JRFH: Penny Kroening

Retirement Recognition: Cassie Cibik-Moeller, Pat O’Brien, Carole Zierden

WHPE Longevity:

20 Yrs William Ewert, Manny Felix, William Genthe, Patty Kestell, Karen Lettner, Kristin Lien, Kelly Mann, Mike Seiler; Lisa Strauss

25 Yrs Karen Albert, Becky Farra, Lisa Haberli, Pam Herrling, LexAnn Hitchcock, Dennis Hood, Cheryl Kasuboski, Ann Kollross- Ott, Susan Kuhn, Gail Milbrath, Sandra Norton; Linda Slaby

Student Leadership: Phil White

Promising Professional: Erika Minzlaff; Kathryn Thomae-Wiese

Health Educator of the Year: Colleen McCabe

Physical Education Teacher of the Year:

Elementary – Gail Milbrath

Middle School – Ken Smith

The Larry Cain Memorial Scholarship was presented by Karen Cain and Carol Tyriver with Chris Rumbelow, Peter Toutenhoofd and Evan Guell being the recipients.

Midwest District, Past President, Michael Roskamp recognized Maureen Vorwald as the **2014 Midwest District Secondary Teacher of the Year**. Past President, Jo Bailey honored: Andrea Brehm, Charles Brehm, Thomas Johansen, Kristi Roth and Allisha Blanchette with **Presidential Service Awards** and the evening concluded with the passing of the gavel to Brett Fuller.

Collegial recognition is one of the most gratifying and validating means of recognition. WHPE encourages all members to review the award criteria listed on our website along with the nomination form and then ‘move’ to make the appropriate nomination for deserving colleagues, or nominate yourself. Send nominations to the WHPE Office by Feb. 1, 2015. For more information, please call our program manager, Nicole Popowich at (800-441-4568) or check the website (www.whpe.us). Please take the time to honor a colleague by sending in a nomination.



Tim Taggert



Rosie Sylvester



20 Yr. Members: Lisa Strauss, William Ewert, Patty Kestell



JRFH Penny Kroening



Health Educator Colleen McCabe



Elementary TOY Gail Milbrath



Middle School TOY Ken Smith



**Promising Professional
Erika Minzlaff**



**Promising Professional
Kathryn Thomae-Wiese**



**Service Award
Andrea Brehm**



**Service Award
Allisha Blanchette**



**Service Award
Chuck Brehm**



**Service Award
Kristi Roth**



**Service Award
Thomas Johansen**



**Student Leadership
Phil White**



**Larry Cain Memorial Scholarship
Evan Guell, Peter Toutenhoofd,
Chris Rumbelow**





Patty Kestell State Jump Rope and Hoops for Heart Coordinator



Hello WHPE members and educators,

It was awesome to see so many of you at the 2014 WHPE convention at the Kalahari! I love our profession and I am so grateful for the awesome network of Health and PE teachers we have in Wisconsin. Thank you to all JRFH/HFH coordinators who stopped by the AHA booth and shared your “_____ is WHY” message and photo, and for those who attended Jump Rope and Hoops for Heart sessions and the Recognition Breakfast Social. Thank you to Bob and Karen Petermann, Katie Mulloy and Penny Kroening for presenting JRFH/HFH sessions at this year’s convention! Thank you also to all JRFH/HFH coordinators who have signed up to do events this year, and utilizing JRFH and HFH as a physical education tool and activity to teach students how to lead strong, healthy lives.

2014 WHPE Jump Rope and Hoops for Heart Educator of the Year



Congratulations to Penny Kroening for achieving the WHPE JRFH/HFH Educator of the Year award! Penny was recognized at the WHPE banquet for her creative efforts with her JRFH/HFH program at Summitview Elementary in Waukesha, and for her dedication and commitment to providing great educational JRFH/HFH events for her students. Congrats, Penny, on your award! Thanks for making a difference in your students’ lives each day in PE and taking the time to offer quality JRFH/HFH events for your students!

JRFH/HFH Breakfast Social and Years of Service Recognition

At the WHPE Convention JRFH/HFH Breakfast Social, Jump Rope and Hoops for Heart Coordinators were recognized for their years of service in sharing Jump Rope and Hoops for Heart events with their students. Congratulations to the coordinators who were recognized for their milestone years of service, and thanks for all you do to make a difference for JRFH/HFH and your students! We appreciate your tremendous efforts!

AHA, SHAPE America, and WHPE Partnership

Each year, every JRFH and HFH event that is held in Wisconsin not only helps raise money for American Heart Association and provide funding for valuable research projects, but also helps support WHPE. Physical Education teachers in the Midwest Affiliate who held an event in 2013-2014 helped raise \$18.6 million for the Midwest, and bring in **\$107,496** to support Wisconsin Health and Physical Education. **Thank you for supporting JRFH/HFH and WHPE!**



AHA Ducks Spread Heart Healthy Messages

The Ducks are back! This year, each duck has a heart healthy message to help support the JRFH and HFH mission to educate students on the benefits of living a heart healthy lifestyle. Check your teacher tool kit and posters to learn more about each duck’s healthy theme. Be creative and have fun sharing these themes with your students. Check out Penny Kroening’s fun Duck Rollout video as well! <https://www.youtube.com/watch?v=4eQnIR6ylw4>



Hayward, WI JRFH Program Highlighted in Time For Kids Magazine! Hayward Students Raised \$100,500 for Jump Rope for Heart!

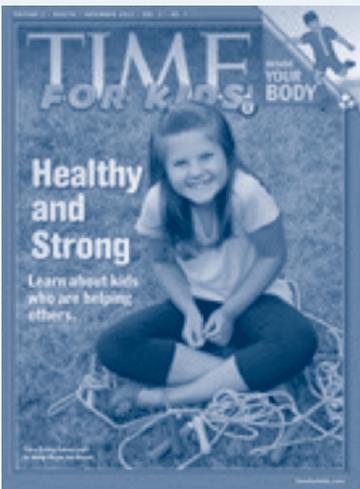


Dave Dixon and Hayward, Wisconsin's JRFH/HFH Program were recently highlighted on the front cover of Time for Kids Magazine! In 2013-2014, Hayward, Wisconsin students and community members raised over \$100,000 for AHA, and were named the second highest JRFH school in the US!



"Tara Eckes Takes Part" Tara participated in Hayward's Jump Rope for Heart and was featured in a story about kids who are helping others. Check out this blog to learn more about Tara's brother Cole who was diagnosed with a congenital heart defect at 12 weeks old. <http://blog.heart.org/small-town-finishes-big-in-heart-health-fundraising-efforts/>

Bill Repke, Senior Vice President of Youth Market for the American Heart Association, shared these thoughts in an AHA media alert this past summers. "The lifesaving work of the American Heart Association is dependent upon programs like Jump Rope For Heart and people like the remarkable students, teachers, leaders and individuals from the Hayward Community. Thank you and congratulations to them for earning a heroic spot amongst our top supporters."



Make a difference in the lives of your students.

Jump Rope For Heart and Hoops For Heart are educational fund-development programs. Each year more than 7 million children participate in a service learning event, engaging teachers, schools and their community in a shared collaboration to improve the health and educational success of students.

Teachers receive

- classroom resources
- teaching tools + support
- professional development
- networking opportunities

Students learn

- heart healthy living
- physical activity skill-building
- civic engagement
- teamwork and cooperation

Schools can

- increase access to PE
- earn equipment vouchers
- promote student success and well-being



Sign up to hold an event in your school and shape a new generation of healthy, physically active and engaged citizens!
Learn more! shapeamerica.org/jump

WHPE Board Member at Large ... Wendy Wiesjahn

I hope the school year is going well for you. I hope you made it to the convention and got to bring back some great ideas to implement into your classes. If you missed it, put it on your calendar for next October. My name is Wendy Wiesjahn, I hold the Member at Large position on the Board of Directors. I have been involved in WHPE either as a member, or a member of the Board since I was in college at UW-La Crosse in the late 80's. In fact when I started out there we were the La Crosse Indians. Then half way through my college career they changed it to the Eagles. Many nights of "studying" went on at the Eagles nest. I remember being President of the PEMM (PE major & minors) club and attending my first AAHPERD convention in Denver, Colorado. It was the 1st year that Colorado had their Pro Baseball team named the Rockies. We got seats for one dollar. They were in the outfield and they called it the rock pit. At that time I also attended my first, WAHPERD convention which was held at UW-La Crosse.

This year, our WHPE President has chosen the theme of "We are Built to Move". I want to challenge all of you to move yourselves. How are you going to be the best role model for your students? How are you showing them that you practice what you preach?

For those of you that already move a lot, try something new. It's been over 10 years since I did triathlons, I'm going to do a few of them next summer; along with my already half and full marathons I have lined up to run. Maybe get back into some adventure racing as well. If I can ever heal my hamstring up, I'll do more power lifting competitions. Contact me if you ever want to do a race.

I'm not sure how your District is, but mine is continuously trying to find ways to have kids not take PE during the school year at the high school level. Last summer we had 11 sections of summer school and we accept the WIAA waiver. Both of which, unfortunately, the counselors push our students to do. We need to continue to share our ideas on why Physical Education is important to our students and what are the benefits of them taking it during the school year.

At the convention there was a speaker named Joey Feith who taught us about how we can connect with other Physical Educators all over the world for ideas. I will admit that I have just been a stalker for now, and have gotten a ton of great ideas from them. I also am still not clear about how that twitter thing works. I'm working on it. My point is, I am realizing that I need to start asking for ideas, promoting and sharing what I do. I was always taught to stay humble, but I am not ever recognized for what I do in my classrooms from my district. I'm thinking it's time I start promoting myself; which will be hard to do. All my administrators see are the few colleagues of mine who still just "roll out the ball". Even though I've invited them to my classroom numerous times, and yet no one shows up. In my district we are down to 4 full time PE/Health teachers split between two high schools. I'm afraid it will soon be down to 3 split between the two high schools. They want to move our current health class we teach at the High School to be all in the Middle school at the 8th grade level. Which brings me to another point. Those of you that teach Health education need to know that we may be on the chopping block next. Contact Eileen Hare at the DPI for more information. So speak up, be proud, and get yourself moving this winter.



Elementary Division VP ... Penny Kroening

My name is Penny Kroening I have been teaching in the School District of Waukesha since 1985. I have had the opportunity to spend my entire career teaching regular Physical Education and Adaptive PE at the elementary level (K-5th grade). The opportunity to work with students as they develop from a little 5 year old up through a budding 11 year old is an amazing journey. These formative years are so important to engage the students and instill the pure joy of moving into every lesson. I have the pleasure of working at a Summit View INC school which is focused on Integrated Arts, Creativity and Design. For me this means I have to ability (and challenge) to think outside of the box and to teach physical education differently. Integrating physical education/activity/literacy into young children's lives is essential for creating a foundation of movement and activity that will carry them throughout the rest of their lives. My students have a lot of choice in how they want to learn skills. I try and share out on twitter (@pkroenin) or youTube (pkroenin) pretty regularly in regards to the learning happening in my classroom.

Along with Integrated Arts, my school also is a one to one school meaning every child is equipped with an iPad. The ability to have such a powerful tool available for every child is mind blowing. Changing the way I teach and the way students learn is interesting for all of us.

On a personal note I spend my free time hiking in the mountains. Every summer I spend two weeks hiking 150+ miles through the Rocky Mountains in the United States and Canada. Glacier National Park is another amazing and very special place to hike. This summer I am venturing over to Europe to hike around the famed Mont Blanc. When not off hiking in the mountains I can be found riding my road bike pedaling through the back roads of WI. There is nothing better than checking the wind direction, getting on your bike and finding yourself 25 miles down the road before you turn for home. I find the peacefulness of the mountains and silence of riding my bike to be a great time to reflect.

Of all of the years I have taught, teaching is still a joy. I love those moments when kids burst into the gym with joy and excitement because they can't wait to get moving. I am always trying to make a positive impression so when the students leave my classroom they are taking those learning moments home and sharing out with their parents. Kids making the choice to be active in their life outside of school is my end goal.



Middle School VP ... Darci Mick Beversdorf

I am a physical education teacher in the Wausau School District. I taught at Horace Mann Middle School for 12 years. I spent the next 3 years as the PEP Grant Director for the WSD. I am currently teaching K-5 physical education. I reside in the Town of Wausau with my wonderful husband and 2 beautiful children. We enjoy being active both inside and outside.

I truly have a passion for teaching physical education. I work every day to engage students in active learning. That passion for our profession is what drives me to be involved not only at the district level, but also at the state level. I look forward to being back on the board of directors for WHPE.

Please let me know if there is anything I can do to help improve upon the great things we are doing as an organization or more specifically at the middle school level!



College/University Division VP

My name is **Deb Sazama** and I am excited to be a new member of the WHPE BOD and VP of the University level. I started my teaching career at Wittenberg-Birnamwood High School teaching 9-12 physical education and then moved to Shawano Community High School where I taught 9th grade health, 9-12th physical education, and coached volleyball, basketball, and track and field at both schools. Following this, I taught and coached at the collegiate level before returning to teaching full time as the Physical Education program coordinator at Loras College in Dubuque, IA. I am so happy to be home in Wisconsin as a faculty member at the University of Wisconsin La Crosse and to be rejoining and working with all of the great physical educators in the state.



Hello from the Future Professionals Division

Hello! My name is **Zack Berg** and I am the Vice President for Future Professionals! I am a senior at UW-La Crosse and love to run, play almost any sport and stay active with the kids in the area! I'm looking forward to and am enjoying planning the Future Professionals Conference at UW-La Crosse in April!

Last October I presented for the first time at WHPE, as a Senior in college and only my second year going to WHPE. I presented on a book I wrote in one of my classes and how to include literature into PE. I was a nervous wreck leading into it, but once I got started it was downhill from there. I realized that everyone there was similar to me, all eager to learn and I had the information to give, all I had to do was speak! I encourage other students to share what you are working on, because we are doing great things in our classes, and professionals are eager to learn from us as well, even though we are quite a bit younger!



Hello, my name is **Megan Mathies** and I am serving at the Secretary for the Future Professionals. I'm a junior at the University of Wisconsin LaCrosse, studying to be a health and physical education teacher. I'm originally from Weston, WI and I enjoy reading running, and sports.



Hi, my name is **Jonah Campbell**, and I am the Future Professionals Division Vice President-Elect. I am from Baldwin, Wisconsin and am in my third year at UW-River Falls. I enjoy outdoor activities such as fishing, hunting, snowmobile and golfing. I have wanted to be a physical education teacher and a sports coach since junior high so it was easy to pick my career field. Over the past couple years, I have acquired the knowledge and resources to help create a future professional conference for you in the future that will benefit the future professionals of Wisconsin.

Northeast District Coordinator



A Note from **Mary Wentland** - the Northeast - Let it snow, let it snow, let it snow? Love it or hate it we have had record snowfall's this year. What is your favorite activity to do outside, in the winter with your students? Snowshoeing, quinzhee making, sledding? Here is a great website with ideas to try with your students this winter season <http://www.kidactivities.net/category/games-winter-outside.aspx>

You just may be inspired to team up with science and freeze bubbles, or art for ice block/snow sculpture design. Who wouldn't want to try maple syrup snow candy? Yum!

Southeast District Coordinator



Hi, my name is Wendy DeMore Monson and I teach k-6 in the Merton School District. I love what I do and have come full circle as I worked as a school administrator and now am back teaching again! My co teacher and I use a behavior incentive program to tie into our school PBIS. For the K-4 kids we give out gold coins at the end of class. At the end of each month the class that has the most coins in their class bag wins the traveling gold show trophy. For our 5-6 graders we give out tickets spontaneously during class for kids

who are doing their job. At the end of each month a ticket is drawn and that student is our "student all star" for the month and gets their picture up on the board. All of our students love these awards and really buy into it and it keeps them motivated!

Central District Coordinator

Hello! I'm **Andrea Brehm** and the WHPE Central District Coordinator. I currently teach elementary physical education at Hemlock Creek Elementary School in the School District of West De Pere. I am originally from Wrightstown, WI and attended UW-Stevens Point where I majored in physical education, minored in health education, and attained an adapted 860 add-on certification. I live in De Pere with my husband, Chuck, son, C.J. (2.5 years old), and daughter, Lauren (5 months). To keep active, I like to run, walk and play soccer. I'm very excited to be your Central District Coordinator and welcome you to contact me at abrehm@wdpsd.com



Let's Move Active Schools State Coordinator



Hi, my name is Ken Smith and I am in my 18th year teaching physical education at Horace Mann Middle School in Wausau. I have a very busy family, my wife is a 3rd grade teacher, and my boys, Kenny and Connor, are active in a variety of sports and activities. Last summer I became a certified trainer in action based learning, spending a week being trained by the great Jean Blaydes Moize. I am putting that training to work through two grants at my school and 2 other elementary schools to incorporate physical activity in the classrooms. My position on the WHPE board is as the Let's Move, Active Schools state coordinator. Go to www.letsmoveschools.org to get you schools signed up and moving! If you have any questions, email me at ksmith@wausauschools.org.

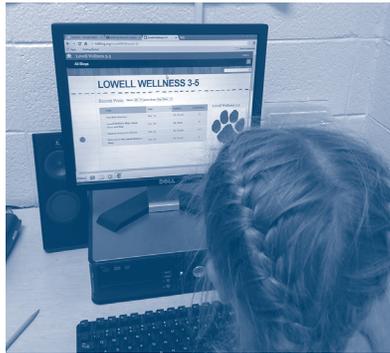
ELEMENTARY TEACHING IDEAS

Idea for Literacy in P.E. *

Have you been racking your brain trying to figure out how to include literacy in PE? Here is an idea:

Start a blog.

Like many districts, the School District of Waukesha is working hard to improve academics in many areas, including but not limited to literacy. In an attempt to connect literacy, technology, and Physical Education, we came up with the idea of starting a Health and Wellness Blog at Lowell Elementary School in Waukesha. Creating the blog became our Personal Professional Goal (PPG) for this year. This idea is so closely linked to literacy that we connected our Student Learning Objective (SLO) to student writing within the blog.



The Lowell Wellness Blog was created for students to provide an authentic avenue for developing their literacy skills – with a wellness theme. Students are able to access the blog from school or at home. We introduced blogging to the students, starting with grades 3-4-5. Our plan is to add grades EC-K-1-2 later. Skills that were introduced included, but were not limited to:

- Internet Safety;
- Blog Rules and Procedures
- Characteristics of a quality comment

The first step was to find a blogging website that would be easy to use. We looked at a number of websites and decided that www.kidblog.org best suited the needs of our students. Kidblog was our choice for a number of reasons:

1. It is free for up to 35 students. Since we have almost 200 users signed up we paid \$35 for an upgrade that would allow us to add up to 250 users.
2. The navigation of the site is easy. The blog can be customized to fit the unique needs of your population. For example, we selected the option to approve every comment before it appeared online. We also chose to only allow students and guests (classroom teachers) with passwords to view the blog.
3. Our internet search revealed that many classroom teachers across the United States use Kidblog and highly recommend it.

Besides the fact that we were both beginner bloggers, the biggest obstacle to getting the Lowell Wellness Blog up and running was the assigning of logins and passwords to almost 200 students.

This problem was solved in a rather simple way – Their login was their first name and their password was their 6 digit lunch code, which every student knows! The problem of students with the same name was easily resolved by simply adding the number 1, 2, 3, etc., after their name. Mrs. Heidi Lopez, our school secretary, was able to provide us with an Excel spreadsheet with the names and lunch codes for students in grades 3-4-5 that we easily converted to CSV format for bulk uploading to Kidblog.

Once the setup was completed and the logins and passwords were uploaded, all that was left was to introduce blogging to the students! The classroom teachers were kind enough to allow us to come into the classroom to introduce the Lowell Wellness Blog on the Smartboard. In our lesson we introduced blogging, showed what could and could not be included in a comment or reply, walked the class through the login process, and demonstrated what a quality comment included. We are primarily looking for a format that includes a main idea and supporting details in the students' comments to our post.

Our first post on the Lowell Wellness Blog asked the students what they like to do to improve and maintain their physical fitness. The response was fantastic! Over 100 comments in just 2 weeks! The theme of our second post involved nutrition and included a link to a site where the students could play educational games relating to healthy eating.

Our building staff has jumped on board with this project. Staff can write comments and replies after requesting a login and password to be registered as a guest. Students love to read their teacher's writing. The classroom teachers are grateful for the extra writing practice that the students are receiving.

We would strongly suggest that all Physical Education teachers start a blog with any number of students or classes. You can view our blog at: www.kidblog.org/LowellWellness3-5

Please contact us if you have questions or would like to see some of the student comments. We will give you a temporary login and password.

**Disclaimer: Neither of us have ever set up a blog or anything like it. You can do this!*

Submitted by: Bill Kirsch, Alicia Witte, Lowell Elementary School, Waukesha, WI bkirsch@waukesha.k12.wi.us awitte@pio.carrollu.edu

Standards-Base Assessment - Exit Slips

I teach my K-5 students the concept of intensity based on a number scale 1, 2, or 3. A "3" means that they are working so hard they cannot continue. A "2" means they are working hard but can still continue with the task. A "1" means that they are not working hard at



all. For a quick self-assessment at the end of each class I place the numbers on the wall by the exit door. As students leave they do a quick self-check on their intensity level during that class by touching the number that correlates to their intensity effort. This small change allows student to see that PE class is more than just an extra class for playing games. There is learning involved.

Submitted by True Vang, Eau Claire Area School District WHPE NW District Coordinator, Twitter Handle: @vangtruu

Something new that I did in elementary

was doing the cha cha slide with the parachute. I prepped the kids on my big screen with the youtube video and as part of the warm up for the parachute, they did the dance. The kids loved it and I didn't have to cue them with their directions because they already knew the movements.

Submitted by Desiree Lulloff, dlulloff@neenah.k12.wi.us

Hungry Hippos Hockey – Grades: K-5

Layer 1: All pucks/balls (hippo food) in the middle of the playing area. Groups of two students (hippos), each with a stick, by a cone around the perimeter of the playing area. On the signal, one student from each group travels to the middle to get one puck/ball and dribbles it back to the cone. Then, the next partner goes and this repeats until all the pucks/balls are gone. Then each group counts to see how many pucks/balls they have.



Layer 2: Groups go (one student at a time) to "steal" a piece of food from another group that is not directly next to them on either side and dribble it back to their group. This round is timed for 2 minutes. Groups count how many pieces of food they have at the end of the round. Then, we talk about if their number increased or decreased from the first round.

Layer 3: This round is played just like Layer 2 except students are passing back to their partner rather than dribbling back after they "steal" a piece of hippo food from another group. This round is timed for 2 minutes as well.

Layer 4: This round is played just like Layer 3 but defense is added. The partner who isn't trying to "steal" a piece of hippo food will be defending their area and food using their hockey stick. We talk about appropriate ways to play defense and emphasize safety.

Layer 5: Each group of two cones is turned into a small goal and those two small groups of two students turn into a small team of 4. The team plays the two groups across the gym from them in a mini small-sided hockey game. I usually say that there are no rules except for safety and trying to score into the other team's goal. This makes the game start more quickly without having to give a lot of instruction.

You can view a short video of my 4th grade students playing Hungry Hippos Hockey by using the link below: <http://youtu.be/swT2MS6ZdvA>

If you have any questions, you can email me at abrehm@wpdsd.com

Here are some great ASAPs that I use with my students!! These all hit several PE standards.

Michael Beringer,
Physical

Education Specialist Fairview-MPS
2014 Elementary Physical Education Teacher of the Year
fairviewpe.blogspot.com , Movement Matters!



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Michael Beringer
Physical Education Specialist
2013 WHPE Elementary Physical Education Teacher of the Year
beringmx@yahoo.com
@PEberingmx
http://fairviewpe.blogspot.com/

Scan to view my Website!

Egg Fitness

Directions:

– Have the eggs spread out on the floor ahead of time.



– Place different components of exercise inside each one. When the music starts, have the students use their locomotor skills to find an egg and open it. The students will then perform the exercise, close it and find a new egg. Have the students

repeat these steps until the music stops.

Variations:

– Color code the eggs for each component of fitness.

– Put math problems inside the eggs. Then have the eggs color coded on the white board or on a sheet of paper with the exercises written next to each color.

– Give the students an option of doing alone or with a partner for students that may need help reading with reading.



Fitness Puzzles

Directions:

– Divide the class into 6 cooperative groups (or as many groups as you like).
– When the music starts, have the students put the puzzle pieces together.
– When they have finally finished putting the puzzles together, have the entire group do each exercise one at a time together until all the exercises are complete.

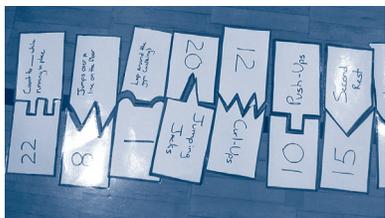


Variations:

– Create separate puzzle sets for each level of fitness.

– Call out one of the levels of fitness and have the students pick one of the exercises and perform them to show understanding.

– Have the students put the exercises in any order they want to create their own personalized workout.



Circle Graph Workout

Directions:

– Hand each student a Circle Graph Workout card as they enter the class.

– When the music starts, have the students read their Circle Graph Workout card and perform the exercises.

– When they finish the graph, have them hand the old one to you and pick a new one from the pile in the center of the gym.

– After about minute into the activity, stop the class and review how to read a circle graph.

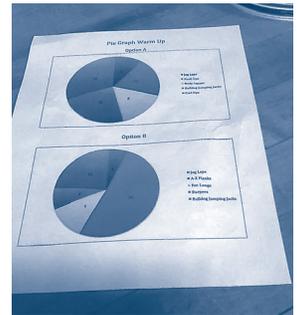
– Make 10 different Circle Graphs so that the students never get the same one twice. If they do, just have them pick a new one.

Variations:

– Have them do this activity with a partner.

– Make the circle graphs with just specific levels of fitness.

– Have circle templates and have the students create their own.



I have an elementary teaching idea to share. I have created a parachute dance to the song "Shake It Off" (clean version) by Taylor Swift.

Katie Mulloy, Physical Education Teacher

Ronald Reagan Elementary, School District of New Berlin, 262-789-6550

"Shake It Off" Parachute Dance

Music: "Shake It Off" (Clean Version) by Taylor Swift

Equipment: 1 large parachute, music

Dance Parts:

Part 1:

- Run R – 16 counts
- Twist 2 times R, twist 2 times L – 16 counts
- Run L – 16 counts
- Twist 2 times R, twist 2 times L – 16 counts

Part 2:

- Wave chute (slow shake) – 8 counts
- R hand wave – 8 counts
- L hand wave – 8 counts
- Wave chute 4 counts, Shake chute 4 – 8 counts

Part 3:

- Lift chute Up – 8 counts
- Leave hands up, walk in 4, walk out 4 – 8 counts
- Bring chute Down – 8 counts
- Shake chute – 8 counts
- Repeat 1 more time

Part 4:

- Shake chute low (by ankles) – 8 counts
- Shake chute medium (by waist) – 8 counts
- Shake chute high (above head) – 8 counts
- Shake chute medium (by waist) – 8 counts

Dance Order: Start the dance after 2-8 counts of intro

1. Part 1
2. Part 2
3. Part 3
4. Part 1
5. Part 2
6. Part 3
7. Part 4
8. Part 1
- Hold 8 count
9. Part 3
10. Part 4
11. Part 4
12. Part 4

Variations:

- Do the dance with mini-parachutes in small groups
- Teach the dance without the parachute first so they understand the parts of the dance
- Students might need an understanding of what some of the word cues are for the parachute.
- For students in wheelchairs modify the movements so all can participate.

Middle/High School TEACHING IDEAS

I made up a game that the kids have really enjoyed. I use it for a game day in our fitness-based PE 9 class. It is best for 7-9th graders.

Natalie Anderson, Physical Education & Health Educator
Varsity Volleyball Coach, Mondovi High School

Gladiator

Equipment: 6-10 small mats, bag of gator balls, basketball hoop, hula hoop, 2 soft Soccer balls or volley-light ball (needs to be soft and different from the gator balls), timer, 2 jerseys, sheet of paper to record scores, whistle.

Set up:

- ◆ Divide class into 2 equal teams. One team goes up no stage, other starts at back of mats (facing stage), behind half court line.
- ◆ 2 people from throwing team will wear the jerseys for round 1. Jerseys must switch between each round and no one can wear a jersey twice until everyone has once.
- ◆ Set the mats up on their ends and stagger where they are. They are barriers for the running team. They should be set up on the half of the gym closest to the stage.
- ◆ Gator balls are given to the throwing team on the stage.
- ◆ Jersey players from the throwing team have the job of reloading the throwers for the round. They may not throw at the runners and should be on the floor.

Goal of the game:

- ◆ Runners want to make it to the hoop behind the barrier closest to the stage and make a basket with the soccer ball/volleyball. If they get hit on the way to the hoop, they must go back behind the half-court line, do 5 jumping jacks, 5 sit-ups, or 3 push-ups before trying again. If they make it to the hoop, they get 1 point. If they make a basket, they get 5 points for each make. If they get hit in the act of shooting, but make it, the basket counts, but they may not shoot again until making it back up to the hoop after doing their exercises.
- ◆ Throwers try to hit as many runners as possible before time is up to prevent them from scoring.

Rules:

- ◆ Runners run for a 2 minute round and score as many points as possible.
- ◆ Repeat for even ups.
- ◆ Runners must shoot from the hoop and may not move the hoop.
- ◆ Runners can only use the 2 soccer balls/volleyballs to shoot and block with. They may not pick up gator balls.
- ◆ If a runner catches a gator ball, they are still in and drop the ball.
- ◆ If a mat gets knocked down, it will be set up by the teacher, but play will not stop, so throwers can hit as many people as possible while it is being set back up.

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
145 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: 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.

High School Teaching Ideas ...

For those kids who don't bring their suites for swimming, I make them walk around the deck of the pool for the entire class period. There is no sitting out in my class. If you are well enough to be in school, you are well enough to participate in some capacity.

For kids who have medical excuses to get out of swimming. Each class period I send them to the library to do a short report on a topic of swimming or water I give them. They have to finish and turn it in by the end of the class period.

We make stress balls out of yarn (think of the old pomp oms we used to make as kids) in our stress management unit. Then **for those that want to participate**, we have a 2 minute snowball fight with our stress balls we just made in class. The first shot is always taken at me, the teacher if they want. I'm not sure why, but some kids love the fact they can whip a stress ball as hard as they can at their teacher....paybacks are always the same J

Ms. Wendy Wiesjahn

Health & Physical Education Department
West Bend High Schools
wwiesjahn@west-bend.k12.wi.us



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High School Teaching Ideas ...

I have a web site that I use for a high school racquets class. <http://challonge.com/> It creates brackets, round robin and swiss tournaments in a web based site. I have not found many apps that allow you to have multiple number pairings and have used this over any app that I have found. The swiss tournament gives points to winning teams and pairs teams up against others with the same ability or scores. I really enjoy this for tennis, pickleball, badminton, racquetball etc.

Allison Krick

Big Foot Union High School
Walworth, WI



Looking for a way to increase activity levels during a volleyball unit?

NITROBALL

Equipment: Volleyball or other bouncy ball.

Court: Volleyball courts and nets work best. **The net will hang at 3 feet off of the ground like tennis.** Teams of 3 to 6 players work well.

Scoring: Rally scoring. Games are played to 15 or 21 points, win by 2.

Serving: Underhand serving only. Use the same service rotation as volleyball.

Volley: Teams can have up to 3 hits per side. The ball must bounce before each hit can be made. Volleyball hits must be used: pass, set, spike, and dig.

Physical Education Modifications:

- Try different size balls.
- Allow more or fewer hits.
- Adjust court size.
- Raise the net.
- Adjust players on each side.
- Start with an underhand toss over the net instead of a serve.
- Only make it bounce on the first contact.

Submitted by: Maureen Vorwald

Platteville Schools, NBCT, 2013 TOY

Outdoor Teaching Idea.... Snowshoeing in the Curriculum

I'm so lucky we have snowshoeing in our curriculum. It is a fantastic aerobic workout. This is one of my smaller classes. We have an outdoor science classroom across the street from our school and they have built several paths behind it. One of the paths we



take lead us to a stream that never seems to freeze over. After we walk there, I have the students line up along the creek, which is in the woods, and they have to stand in silence for 3 minutes with their eyes closed (depending on the class, I do only 2 minutes). I tell them to just observe what they hear. Then we talk about it afterwards. I always find it amazing that some kids just can't sit still, or be quiet for that short period of time. We have great walking paths on our school grounds.



Wendy Wiesjahn, High School Health/PE, West Bend, WI

Gail Milbrath Chosen Midwest Teacher of the Year



Gail Milbrath, MPS Greenfield Bilingual School, barely had a week to celebrate her WHPE honor as Elementary Teacher of the Year, and she was informed she had been selected to represent Midwest as their Elementary TOY in the spring of 2015 at the National SHAPE TOY competition in Seattle.

Gail is a 25 year WHPE member, having been in MPS since 1988. She came into education as a third generation MPS graduate and with a personal desire to 'give back' to her community. She has been

doing exactly that by impacting thousands of students and their families for many years.

Ms. Milbrath has been an active WHPE member serving on numerous committees and working with legislative issues to improve PE and

education in general. Gail cares deeply about fitness and good nutrition and is constantly searching for innovative best practices that will enable her to impart new knowledge to her students. Her Greenfield Play 60 group has interacted with WHPE and State School Administrators for the past four years through involvement with WASB Conference. Because of Gail's leadership, this group is very active and was recently recognized by Packer CEO, Mark Murphy.

Gail truly embodies the TOY spirit of persistence, innovation, and risk – taking while implementing standards-based best practices within her classroom that challenge and help to guide all children in learning.

MPS Superintendent, Darienne Driver summed it up best by saying, "We are honored to have one of the best physical education teachers in the country at Greenfield Bilingual School!"

Congrats to Gail as she joins the ranks of many other WHPE members who have been named Midwest TOY. WHPE wishes Gail continued success and good luck during the Seattle SHAPE National selection process.

technology teaching . . .

Sportfolio's Make It Easy

Looking to drop some technology into your Curriculum? There are loads of ways to get started, but the most important thing is to just get started. There are some great apps that can help you do all sorts of tricks. How about a trick of having students collect visual data of their learning journey. Sure, sounds great. How about kids writing and analyzing their own work. Interested yet? How about kids self reporting to parents during Parent/Teacher conferences about what they're learning in your class? Now, you're talking! I am going to advocate you consider having your students create a Sportfolio. If you follow social media in physical education at all, you will find there are many leaders in the physical education circles who use a variety of apps which help create a Sportfolio. My co teacher and I decided to use "Book Creator" for iPad-by Red Jumper Limited as our platform for our Sportfolio project. This app became a natural choice for us as the students, teachers and parents in our District are familiar with how to use it and publish finished products to iBooks. Please don't let picking an app slow you down, just getting started is the important step.

How did we get started:

- First of all every student in the school has an iPad. This may not be your situation yet, but it is coming.
- Every iPad has the Book Creator app installed. A few students did not have this app downloaded by the time we started the project, so that took a few extra minutes.
- Teach kids what to video:
 - Capture video of the performer not the flight of the ball.
 - Performer don't throw or shoot at the iPad (sadly, you would think you might not need to talk about this, but you do.)
 - Think through the skill and decide what would best reflect the skill: a front view, side view or both front/side of the action being recorded.
- iPad's need to be held in a landscape position with the home button on the right hand side.
- Video of the performer needs to be captured on the performers iPad. Yep, talk this through or you will also be teaching kids how to airdrop the videos to each other.
- Videographer signals when the performer should start.
- Performer should check the video to see if the skill performance video is acceptable.

- Instructional text should be posted in several places throughout the gym. This is to insure you never have any photobombs.
- Posting instructional text in several locations also allows Students to internalize what need know, what they should include in the motor skill video, and what they should include in the writing on the skill page.
- Learn how to stagger the video process. Have students working on different parts of the process: videographer, performer, page designer. Every student needs to do all three jobs, but it is not necessary to do any job in chronological order. ie: a person could design the entire skill page and shoot the video last, just dropping it into the space created on the page. Staggering these three items allowed a whole class to shoot video and complete an entire page within 15 minutes.
- Each motor skill which is graded in the trimester is worthy of a page in the Sportfolio.

This Book Creator Sportfolio project has come in very handy as we are creating a personal timeline for the kids in Physical Education. As a bonus we are able to use the Sportfolio at Parent Teacher conferences. Students simply open up their Sportfolio book and lead the conferences talking about what they learned, what they were showing in the video, what was missing or what exceeded the expectation. For those of you who are saying, no way do I have time to add this into my limited time with the kids, I might be able to convince you that putting the power of this tool into kids hands gave the students a personal tool to evaluate their performance against the instructional cues. I was happily surprised at the number of students who felt their videos were not up to the proficient standard and worked on their own time bettering the skill so they could reshoot their video. How often does that happen without this type of tool?

Of course this is a brief explanation of the process, but I can not be happier with the continued excitement and personal ownership of the students as they create their Sportfolio. If you are at all hesitant, just think about this technology as a way to collect student work, written reflections, instructional cues with the intention of students being able to self assess and evaluate their own actions in physical education. If you need further information or examples of the power of Sportfolios, just google "Sportfolio".

Submitted by: Penny Kroening

WHPE Elementary Division Vice President
pkroenin@waukesha.k12.wi.us
Twitter: @pkroenin

I use my iPad for grading and have it in the gymnasium with me. I have an excel sheet in Google Docs with each student's name and grade them on the skills based on our PE standards. I then use autocrat (mailmerge system) that sends each grade to their report card that I have previously created in Google Docs. That Google Doc is the report card that goes home to parents. The iPad has been helpful in teaching and grading students on a skill and then transferring it right to the report card.

Submitted by Doug Johnson

dajohnso@sheboyganfalls.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 .

technology teaching . . .

Why Knot Adventure PE???

<http://flippedhealth.blogspot.com/search/label/Knots>

During my adventure PE class we had the opportunity to go to a climbing gym to do some rock climbing. We went to a gym in Madison called Boulder's Climbing Gym. We had a blast and the staff there was top notch. I would highly recommend checking them out for a class trip.



In prepping for that trip, I wanted the class to have a clue as to the knots that were keeping them from plummeting to the ground. I have seen some card games that showed pictures of how knots were tied, I looked online to find some websites to print out some sheets,



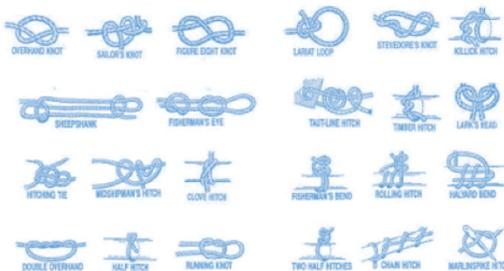
and I went back to my younger days when I learned knot tying but nothing was really clicking as to a quick efficient process to learn some knots.



While I was searching YouTube to refresh myself on the knots I wanted the kids to learn, it dawned on me to not reinvent the wheel and use those videos to teach. So, I decided on the knots I wanted the kids to know (I tried to use more useful and common knots) and I settled on:

- Overhand/Double Overhand
- Square/Reef
- Figure 8
- Utility
- Clove Hitch
- Taut Line
- Sheet Bend
- Bowline

TYPES OF KNOTS



Once I figured out the knots I wanted kids to know, I went on YouTube and cruised through some videos until I found some that I liked. I looked for videos that were short (under 2 mins), easy steps to remember and an easy rope to see. Once I found the videos I wanted to use I simply added them to a playlist I created on YouTube to save/organize them.

Next I created a simple word document for the handout. I listed the 8 knots and a brief description of where the knot might be used. I also created a QR code for each knot video and pasted the QR code below each knot description I created. (Click to read more on how to create QR Codes).



I also put a picture of the knot next to the QR code so the kids can see what the finished product should look like and be able to check themselves as they practice. So now the

kids can simply scan the QR code, watch the video (pause and rewind) and practice tying the knot. I let the kids just go in whatever order they want to for practice and I simply circulated helping out with different groups of kids.

The next day, I quiz them on the knots like a game. I simply yell out a knot and the first to tie it right wins. It is a fun competition and the kids seem to like it. You could also do it in teams too.

As far as rope, I was also fortunate enough to find a spool of yacht rope at my school to use. I cut the rope into about 3 ft lengths. I used



electrical tape to bind the ends to keep them from fraying. (To do the sheet bend knot you will need a few lengths of different rope).

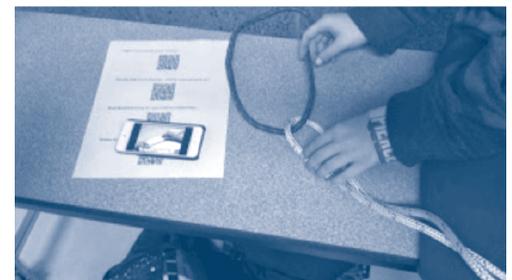
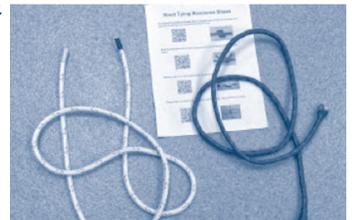
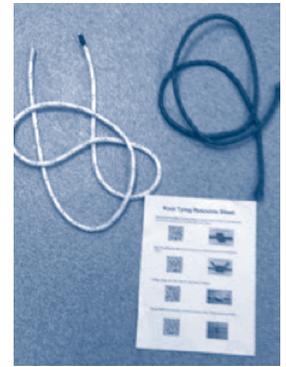
The rope I have is fairly large but it was free :-). You could get a smaller size but I would make sure it fairly durable and easy to work with. I also stole an idea from a video I saw and taped each end of

the rope a different color which simply makes it a little easier to keep track of which end the student is working with.

Overall the kids seemed to have fun learning to tie these knots. Most are only familiar with the granny knot, square knot and a simple overhand slip knot. When they started seeing themselves correctly tying other knots and seeing where & how they could be used, the students really started to get into learning more knots.

So if your thinking of teaching some rope skills in class ... I'd say why knot?

Brad Troeger
Health Education
Janesville School
District



Necrologist Report

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

Necrologist
c/o WHPE

145 Mitchell Hall 1725 State Street
La Crosse, WI 54601

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



Health Teaching Idea Virgin Orange

<http://flippedhealth.blogspot.com/search/label/Abstinence>

This is one of my favorites to bring home the point that virginity is more attractive and desirable than a bunch of experience. Too often kids are trying to move way too fast relationally and sexually. With the internet, social media, TV & movies; kids are getting bombarded with sex and sexual messages. The pressure to be “experienced” and know what you are doing is huge on kids these days. So many want to jump right in to things thinking they have to “practice” to be good at sexual activities and that is somehow more desirable.



This simple & quick activity really drives home the point that virginity can be more attractive and overall a healthier choice for their future.

Here is what you will need for one class period:

2 ziplock sandwich/freezer bags

2 Oranges (I also use grapefruits because they are bigger)

Activity:

Have students stand in a circle or remain in their desks (either is fine)

Hold up one orange and talk about how this orange represents a person who wants to experience sex to see what it is like. He/she went through health education class and knows how to be protected from disease and pregnancy so they use a form of birth control. (place the orange into one ziplock bag)

Explain that they really do not want to catch a STI or get pregnant so they are going to really play it safe. (place a second ziplock bag over the first)

****At this point I always make mention of this NOT representing the use of 2 condoms or “double bagging”. Using 2 male condoms or 1 male and 1 female condom at the same time INCREASES the chance of condom failure**

due to friction, heat and tearing. Latex on latex reduces the effectiveness of condoms all together. I will then ask “so what could our two bags represent?” (BCP & condoms, condoms & spermicidal foam, condoms and the Depo Prevera Shot, etc ...)

Now show the other orange. Explain this orange is also interested in sex but he/she decides to wait until marriage. He/she still enjoys dating, kissing, etc. but has decided to wait. Place that orange on a shelf or a desk away from the group but visible.

Toss the bagged orange to a student. When a student has the orange they must say something about sex either – good or bad. If they say something good, they simply pass the orange back to me. If they say something bad, they must toss the orange on the floor, pick it up and pass it to back to me. This process repeats to about 4 or 5 people or until the orange is pretty beat up.

(You can have the kids pass it around too, but I like being able to choose who gets the orange. Some students may not be mature enough to handle the activity and some may be too shy to really want to be in that position.)

Once I have determined the orange has had enough I hold up the bagged orange and ask “What might all this damage represent?” (Pregnancy and disease is out of the mix due to the “protection” it had and technically this orange is perfectly edible and germ free.)

Ask: “Now let’s say it is time for you to go buy an orange at the store and these are the two available. Which one would you find more attractive and want to invest in?”

Ask: “how do we compare this activity to virginity as it relates to us?”

Ask: “So when it is time to get married. Which orange is more attractive, the “experienced” one – hold up the mushy orange, or the virgin orange?” Usually the students will see that the “virgin” orange is more appealing.

Say: “With sexuality, experience isn’t necessarily more attractive so what kind of orange do YOU want to be? There is also a lot of potential with further discussion too:

- What can the damage on the orange represent other than disease or pregnancy (orange was protected physically from germs)
- Does experience make us more attractive
- Virginity isn’t a bad thing
- Sex affects us in more ways than just physical (disease).
- Experience isn’t all it is cracked up to be
- You may eat the experience orange for free ... but you wouldn’t “buy” it.
- Etc.

This is a great eye-opening activity that gets them thinking. I often have had students come back years later and tell me they remembered that lesson!! I usually use this one as my exclamation point on the sexuality unit.

Brad Troeger

Health Education

Janesville School District

A Member we will miss...



Joanne Suomi of

Stevens Point passed away on September 2, 2014.

Joanne served as WHPE President from 2007-2008. She was an adapted physical education teacher in Stevens Point and taught adapted aquatics both in Stevens Point and around the world, including China.





THERE'S AN APP FOR THAT!

Teachable Moments:

Use a video app to capture those lost teachable moments. When there is a teachable moment, by the time you stop your class and have a discussion on that teachable moment, its already long gone. Students might not even remember what happen. No worries capture it on video instead and show it to them. Explain their mistakes and continue to grow. Two video apps I would recommend are Coaches Eye or simply your video app that was already pre-installed with your iPad.

Submitted by True Vang

Eau Claire Area School District, WHPE NW District Coordinator
Twitter Handle: @vangtrue



Book Review

Here is a book that is a great resource. It has some great ideas especially for K-3



FLASH FITNESS AND THE INCREDIBLE PHYSICAL ACTIVITIES

A super-Hero Approach to Meeting the National PE Standards in Grades K-5.

By Kathy Ermler*Joella H Mehrhof*Joan Carley-Brewer*Bob FitzPatrick

Darci Mick Beversdorf

Elementary Physical Education Teacher
Stettin and Hawthorn Hills Elementary Schools
Wausau School District
dmick@wausauschools.org

Hands down the three must have books when teaching Elementary PE

Sport Foundations for Elementary Physical Education
(A Tactical Games Approach)

By Mitchell, Olsin, and Griffin

Active Games Active Brains (Linking classroom concepts to physical activity for children ages 4-10)
By Hanson

Make it Take it (fitness games)

By The great activities publishing company

Khyl Berndt

WHPE Treasurer
Evergreen Elementary, Prairie View Elementary, Sand Lake Elementary, Viking Elementary.
Physical Education/Adapted Physical Education
Berkhy@holmen.k12.wi.us

“David vs. Goliath” by Malcolm Gladwell. It’s about about perceived disadvantages can actually turn out to be advantages in the long run. Gladwell gives many examples to illustrate this point, such as a lawyer who succeeded despite have dyslexia and a girls basketball team being very successful even though the coach had limited knowledge of the game. Highly recommended!

Submitted by Timothy G Swenson

WAH1501

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Packers CEO helps Greenfield Bilingual Fuel Up To Play 60

Green Bay Packers President and CEO Mark Murphy visited MPS' Greenfield Bilingual School Tuesday, September 30, 2014 to encourage the school's successful "Fuel Up to Play 60" efforts to increase physical activity among students and encourage them

to make smarter food choices. Murphy also stressed the importance of leadership and making good decisions.

The "Fuel Up to Play 60" program was created in 2009 by the National Dairy Council and the National Football League -- and Greenfield Bilingual has been a participating school from the very first year!

Murphy was joined at the school Tuesday by representatives of the Wisconsin Milk Marketing Board and MPS leaders along with Greenfield Principal Adalberto Salas Barreto and Greenfield physical education teacher Gail Milbrath, who invited Murphy to visit the school.



HOW HAS THE EDUCATOR EFFECTIVENESS REQUIREMENTS HELPED YOU?

The Educator Effectiveness has helped me because last year I needed to create a Professional Learning Committee (PLC). I came up with an idea that my administration was completely supportive of. My idea was to meet with others physical education teachers throughout Sheboygan County. I included 11 schools from Sheboygan, and five other school districts from the surrounding area. We did not have 100% participation, but we had some and it was beneficial to the ones that were involved. We met a total of seven times during the school year

last year from 2:45-3:45 on certain Wednesdays. We presented different lessons to each other, discussed assessment and shared report cards. It was very valuable for experience. I continued it this year. We have met twice so far with the third meeting happening in December. This year we have discussed SLO's and also presented a lesson that was something that we created that would be good to share.

Submitted by Doug Johnson
dajohnso@sheboyganfalls.k12.wi.us

“Eye Contact”

Culturally Responsive Health and Physical Education

Dan Timm

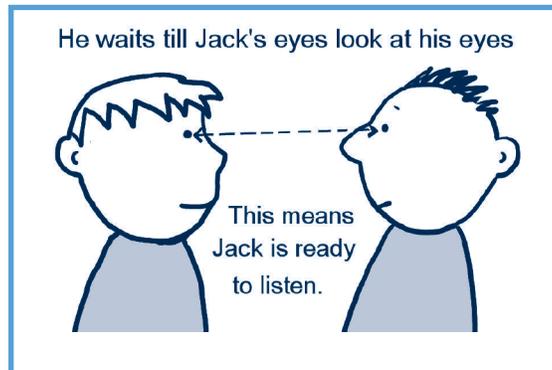
Waiting until all students are looking at the teacher is a common interpretation of attentiveness and respect. Looking at the teacher may demonstrate attentiveness and respect by students from some cultures but not for all cultures.

At an earlier time in my career, I was the physical education facility supervisor at a community college in Chicago. An individual of Hawaiian/Japanese ancestry applied for a lifeguarding position. During the interview, he never made eye contact with me, continually looking at the floor. Using my European American background as a reference, I doubted he could maintain order in a pool if he couldn't look me in the eyes, and did not hire him. A year later, he approached me again about a lifeguarding position. I hired him this time with reservation and he ended up being one of the best lifeguards the college ever had.

In later years as I became more knowledgeable about people's cultural backgrounds, I realized my lack of knowledge prevented me from hiring this individual the first time he applied for a lifeguarding position. The individual was showing respect for my position by not making eye contact. I felt guilty that I had not hired him the first time as I had deprived him of a position for which he was certainly qualified.

As indicated by my experience, unfamiliarity with cultural preferences for eye contact can lead to misunderstanding. European Americans tend to maintain direct eye contact with others regardless of social standing. Eye contact is often perceived as demonstrating trustworthiness or truthfulness or that the listener is paying attention. When speaking, European Americans make eye contact with the listener about 50% of the time. When listening, their eye contact significantly rises to 80% of the time.

Eye contact for African Americans differs with that for European Americans. African Americans make eye contact greater than 50% of the time when speaking but make infrequent eye contact when listening. This great difference in eye contact when listening could lead to confusion between a European American teacher and an African American student. The teacher may think the



student is bored, uninterested, unmotivated, or even rude because of the lesser eye contact. In reality, the student may be quite interested in the day's topic and lesson and is simply demonstrating his/her cultural listening norm.

Maintained eye culture is avoided in some cultures. In some Hispanic cultures (Cuban, Mexican, Puerto Rican), maintained eye contact is

believed to invoke the “evil eye” which causes injury or illness. Maintaining eye contact is thought to be a sign of disrespect among some American Indian cultures. For Japanese and Filipino individuals, prolonged eye contact is considered to be rude and Filipinos may interpret it as a challenge.

Knowledge of students' cultural backgrounds and cultural preferences could promote greater health and physical activity. Students tend to feel welcomed in a class in which the teacher takes time to get to know students. In a classroom in which the teacher is unfamiliar with students' backgrounds, students may not feel welcomed or safe and through association, desire to avoid the subject matter the teacher instructs.

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CEO's Report

Many thanks to all who were part of a very successful convention. The only complaint I heard from our members was that some of the breakout rooms were too crowded. With a record attendance of 757 highly energized and dedicated professionals, that is the one problem that we will enjoy solving. With that said, we still face the challenges of the upcoming budget cycles in our own districts.

Please think about "Home Field Advantage". Every coach and athlete understands what this means. With the legislature in session and school boards working with tight budgets, it is time again to invite the decision makers to your classroom. When your elected officials come to your gym and see for themselves the value of your instruction, they will understand. When your school board members visit your health classroom, they will see the importance of this critical subject.

On January 21st and 22nd, WHPE will have a double presence at the State Education Convention in Milwaukee. Your colleagues will be engaging those decision makers as they visit our booth in the exhibits hall and our breakout session. Our message is clear. Quality health and physical education programs are vital academic subjects that every student needs. We also ask school board members if they have visited your classroom lately? When they say "no" we ask why not.

Thank you for all you do and for all you are about to do.

Keith

