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Our mission ...

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

WISCONSIN HEALTH AND PHYSICAL EDUCATION
NEWSLETTER
VOLUME 46, ISSUE 1 WINTER 2017

From your President **Patty Kestell**



**Building Strong
Connections:
Educate. Engage. Advocate.**

Greetings to all WHPE Physical and Health Educators and Colleagues! As this newsletter finds its way to you, I hope that you are enjoying a great year with your students and colleagues, and growing tremendously as a professional in whatever capacity you serve. Reflecting on ones' teaching or area of HPE expertise, and learning from our students and colleagues through each of our lessons or leadership opportunities is critical for bringing best practice to our profession, and in helping to educate our students and colleagues in a way that is innovative, engaging, and developmentally appropriate.

Educating and Engaging Our WHPE Members

To those that were able to attend the WHPE Convention at the Wilderness Lodge this past fall, we hope that you came away rejuvenated and full of new ideas to implement into your curriculum, individual lessons, and HPE work. Sessions were jam packed with participants ready to learn, share and network!

We thank the 200+ participants who shared their feedback on the convention survey, letting us know how we can better serve you as our WHPE members, and how we can improve professional development at our convention. Your voices were heard, and at our December WHPE Board of Directors meeting, many new ideas were shared to address how we plan to approach the 2017 WHPE Convention.

Suggestions and comments shared about convention room size, types of presentations, convention facilities, the General Assembly, usage of time throughout convention, and other concerns were taken into consideration. Thanks for the feedback!

As a heads up for upcoming conventions, WHPE has contracted out until 2030 where our conventions will be held, based on availability when contracts were being negotiated. The 2017 and 2018 WHPE Convention will again be held at the Wilderness Lodge and in 2019 we'll be back at the Kalahari Resort. A huge thank you goes out to **Nicole Popowich, Keith Bakken, Brett Fuller, Wendy Wiesjahn, Brian Marx, True Yang, Kris Fritz, Sandy Hagenbach, Penny Kroening**, and all of our convention volunteers, exhibitors, presenters, and awards committee for the work they did behind the scenes to make

our 2016 WHPE Convention a great professional development experience for our members. Your time and dedication towards convention planning was greatly appreciated!

2017 WHPE Convention Proposals

The call for 2017 WHPE Convention session proposals is open! We encourage and invite you to submit a proposal to present at our next convention, October 26-27, 2017! Some potential PD sessions that our WHPE members are interested in for 2017 are:

- ▶ Standards Based Health or Physical Education: Report Cards, Assessment, Curriculum
- ▶ Innovative Technology Use in Health/PE
- ▶ Skill Based Health Education Lessons (Resilience, Nutrition, Stress Management, ATOD, Suicide Prevention, Human Sexuality, Cyber Bullying, Interpersonal Skills)
- ▶ Tips, Tricks, and Tools for Time Management as a Health/Physical Educator
- ▶ Adaptations and Considerations for Autistic Students in PE
- ▶ Educator Effectiveness in Health or PE
- ▶ Innovative Strategies for APE Teachers
- ▶ Advocacy of Health/PE in Your School District
- ▶ Teaching Games for Understanding
- ▶ Using Technology to Create Educator and Assessment Resources
- ▶ Developing Student Centered Learners
- ▶ Physical Literacy
- ▶ Secondary PE Assessments and Activities
- ▶ Lifetime Wellness Activities
- ▶ Health Related Fitness Component Activities

Convention proposals will be accepted until March 15th.

Submit convention proposals, using this link:

https://docs.google.com/a/uwlax.edu/forms/d/e/1FAIpQLSc3Az281DBupAmsLWcqWDjHU_IPuFXnbQzKHe7y_eUgdc06qg/viewform

New PD Opportunity: WHPE Webinars!

At our December WHPE BOD meeting, alternative PD ideas were shared and planned. The WHPE technology committee has been busy organizing some new WHPE webinars, so stay tuned for this great new opportunity to learn from our fabulous WHPE members and HPE professionals!

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Advocacy...What Can YOU Do to Support Your Program?

Advocacy..what does it mean? To quote the Free Dictionary advocacy is **the act of pleading or arguing in favor of something, such as a cause, idea, or policy; active support.** As a physical education or health teacher, how can you advocate for your program with your colleagues, within your school or within your community?

Here are a few ideas...

With your colleagues: let them know what you are doing in your classroom, put up a bulletin board in the hallway recognizing what students are doing or what they know, ask them to stop into the gym sometime and see what is being taught...and learned by the students, show interest in what they do in their classroom so they show interest in what you are doing. These might be quick, little things that can get people in your building talking about physical education or health.

Within your school: organize an event and invite parents in-after school fun day, jump rope for heart event, parents come to PE day, mile challenge for staff and students. One way for you to gain support for your programs is to get not only your building involved, but parents. Maybe the simplest thing to do is just ask them to come in so they can see what their child or children do in physical education or health class.

Within the community: talk with administration regarding your program, invite board members into your gym, be present at community activities which are active and geared towards healthy lifestyles, organize a healthy event for the community. Reaching out to the community and administration can sometimes be overwhelming, but take a chance...you might find that the results are worth it!

– **SUBMITTED BY Darci Mick Beversdorf, Elementary Division VP**



Promotional Idea - Wellness Fair

Have students put together brief presentations on a selected topic using posters or by creating their own short videos. We chose to have our students present on a topic in either of the categories of rest, eat or move. Some of the projects were on yoga, meditation, eating whole foods, preservatives in foods, the importance of increasing flexibility, and winter ideas of how to keep your family active. We set our wellness fair up like a science fair, having community members and parents walk through the presentations to learn more. You could also invite some area businesses to add to the event. Have people fill out a short form on what they learned at the end to be entered in a drawing for prizes.



We received a lot of positive feedback from community members and parents who were astonished with what our middle school students were teaching them. We also got to showcase our Health program and our school by running this event. I'd be happy to give you more resources from our event if you're interested.

Take a chance on this event idea and have fun!

– **Kalise Horst, Middle School Division VP,**
shorst@mcpasd.k12.wi.us

Just a Quick Teaching Tip!!

I can't say I am much of a squad person or a job board person, but I was looking for a way to make transitions and cleaning quicker in my classroom that would be simple. For me, I found it!

- **I split my gymnasium into super hero groups.**
- **1/3 of the gym are the X-Men**
- **1/3 of the gym are the Avengers**
- **The final 1/3 are the Guardian of the Galaxy**

If they ever forget what group they are they can look at their poster up on the wall (made with the Comic Life iOs app) so all it takes is a glance at the wall and they are ready to go. Now instead of calling names or colors of clothes I call out superhero groups and it has led to more efficient transitions, cleaning, and even better most of my kids dig being part of superhero groups.

Will Westphal, CSCS, MSED
Physical Education, Brillion Elementary School
WHPE Central District Coordinator

My teaching tip is utilizing an ENTRY TICKET instead of an Exit Slip.

A good way to evaluate what the students retained from the previous class.

Deb Sazama,
WHPE Future Professional Advisor,
UW-La Crosse

Entry Ticket	Complete the table below by stating:			
	•When would you use flexibility and balance?			
	•Why are flexibility and balance are important in Cricket?			
	FLEXIBILITY	When?	<input type="text"/>	
	Why?	<input type="text"/>		
BALANCE	When?	<input type="text"/>		
	Why?	<input type="text"/>		

What is this edTPA?

According to Wisconsin Department of Public Instruction (2009), "Wisconsin is committed to ensuring that highly prepared and effective teachers educate Wisconsin students. A part of that commitment is to make certain that all initial license applicants are ready to teach before they receive a license." Wisconsin focuses on high quality education for all students and have created teacher standards to hold teachers accountable for effective teaching (Burmester, 2006).

What is this edTPA? The edTPA is a Teacher Performance Assessment, which is now used for initial licensure. Teacher candidates need a passing score of 38 or higher out of a possible 75 points. This allows for the students to become eligible to for initial licensure in the state of Wisconsin. Teachers with initial licensure complete a PDP and edTPA has many similar characteristics. The edTPA is required for initial licensure by completing the following: 3 to 5 consecutive learning segments, collect artifacts, written documentation of commentary regarding video content based on learning segments, and submitted to Pearson.

A Professional Development Plan (PDP) is very similar, however, is collaborating with colleagues to build a team of teacher professionals to ensure a positive impact on student learning. When writing a PDP, educators also have 3 to 5 pieces of written documentation of professional growth, planned assessment based on documented goals, artifacts that will progress students to completing the goal, and what the professional's rationale was regarding the goal and process of meeting the goal (Evers, 2016). A PDP must focus on the development in 2 or more of the Wisconsin Educator Standards (Wisconsin Department of Public Instruction, 2009). Teachers within the state of Wisconsin are constantly growing as professionals: The edTPA is the beginning process of becoming a professional educator, in which, prepares them for their future of creating a PDP.

Requirements to complete the following include:

edTPA

- Submitting 3-5 consecutive learning segments
- Collect artifacts (lesson plans, instructional materials, teaching videos, assessments, and sample student work)
- Writing commentaries in response to prompts in the subject-specific edTPA handbook
- Submitting artifacts and commentaries for scoring by a certified professional in the field
- Scorers rate candidate performance on a 1-5 rubric in planning, instruction, and assessment
- Cost: \$300 to Pearson

Professional Development Plan

- 3-5 pieces of evidence that document professional growth and its impact on student learning
- Plan for assessing and documenting the goal.
- Plan to meet the goal: objectives, activities, timeline, and collaboration.
- Description of goal to be addressed.
- Rationale for the goal.
- Cost: \$125 to Wisconsin Department of Public Instruction

As a University of Wisconsin – Oshkosh graduate with a Bachelor's of Science in Physical Education, I have completed the edTPA process. This process was difficult and repetitive, but showed me how to become a more effective teacher, included in, better time management, and different ways to formal assess student learning. During the edTPA I used different forms of technology, behavior management charts, assessment materials and ways to apply research theories within different particular units. The edTPA demonstrates the teacher candidate's ability to transition into becoming professional educators. Once licensed, the PDP process will begin and demonstrate growth as a teacher.

Frequently Asked Questions:	edTPA Teacher Performance Assessment	Professional Development Plan (PDP)
How do you become licensed?	- For initial licensure	- For renewal of licensure (every 5 years)
What is the cost of licensure?	- \$300 sent electronically to the Pearson Corporation	- \$125 for the first year, \$75 each year after for non-affiliated Wisconsin Educators.
What is the criteria needed to prove teacher effectiveness?	<ol style="list-style-type: none"> 1. 3-5 consecutive lesson plans 2. Artifacts 3. Commentaries on professional growth 4. Performance in planning, instruction, assessment using rubrics 5. Passing score of 38 or higher 	<ol style="list-style-type: none"> 1. Reflection 2. Writing the Plan (initial educators) 3. Goal Approved by PDP Team (2 out of 3) 4. Documentation of at least one review of plan 5. Documentation of completed plan 6. Verification by PDP Team 7. Submitted electronically to a PDP

Korey Kleinhans, UW-La Crosse Graduate Student - APE

Reference

- Burmester, E. (2006). Wisconsin Department of Public Instruction. Revised highly qualified teachers plan. Retrieved November 20th, 2016, from http://dpi.wi.gov/sites/default/files/imce/esea/pdf/wi_hqt_plan.pdf
- Evers, T. (2016). PDP requirements for licensure (United States, Wisconsin Department of Public Instruction). Madison, WI: Department of Public Instruction. Retrieved November 30th, 2016, from <http://dpi.wi.gov/tepd/pdp/requirements-for-licensing>
- Wisconsin Department of Public Instruction. (2009). Writing a PDP. Retrieved from <http://dpi.wi.gov/oea/pdf/accom09.pdf>

2016 WHPE Convention ...



This year's WHPE convention at the Wilderness Resort in Wisconsin Dells drew 800 attendees! There were over 80 breakout sessions, including 6 featured speakers and 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 Wilderness Resort, Wisconsin Dells, October 25-27, 2017. Check out our website at www.whpe.us for up to date convention information.



Photos taken
by:
Sandy
Hagenbach

Photos taken by: © Matzner Photography



*Thanks to all who sponsored a student to the 2016 WHPE Awards Banquet:
Kris Fritz, Patty Kestell, Jan Kunert, Brian Marx, Patricia O'Brien,
John Rabe, Jeff Sikich, Scott Sponholz.*

You Spoke... We Listened!

Thank you so much to those who completed the convention survey. The WHPE Board of Directors has always appreciated the feedback of its members.

A few topics frequently brought up in the survey included:

Location – The WHPE convention is being held at the Wilderness resort again in 2017 and 2018, as the Kalahari was not available on our preferred dates. The convention will be back at the Kalahari in 2019, then return to the Wilderness in 2020. From 2021-2030, the WHPE convention will be held at the Kalahari.

Breakout rooms to small – The WHPE Board is working to provide more space for quality breakout sessions.

Food availability – There will be signage listing local food options, along with an option to purchase a box lunch and participate in a “Lunch and Learn” with your WHPE Division VP.

More session time/greater variety – The WHPE is looking at the convention schedule in an attempt to offer more breakout session time on both Thursday and Friday. We are very concerned about meeting the needs of all our members including the areas of elementary PE and APE.

“WHPE Recognizes Member Contributions at Awards' Banquet”

The program began by honoring the memory of Larry Cain with his wife, Karen, who presented the Cain Scholarship to Molly Wistl a UW- River Falls student. Other awards were presented as follows:



ADVOCACY -
US Senator Tammy Baldwin
(accepted by her
Regional Representative,
John Medinger)

JRFH/HOOPS EDUCATOR



Lori Balistrieri



Renee Marshall

RETIREMENT RECOGNITION –
Victoria Blaskowski-Olson, Gail Cameron,
Doreen Grams; Wanda Schwoch



Gail Cameron



Doreen Grams

WHPE Membership Longevity

20 Year: Cheryl Gorski, Sandy Hagenbach, Karen Hilleren, Kris Johnson, Beverly Kearns, Michelle Krueger, Lisa Larson, Kim Martinez, Darci Mick-Beversdorf; Brenda Wenzel



Sandy Hagenbach



Karen Hilleren



Kris Johnson



Michelle Krueger



Lisa Larson



Darci Mick-Beversdorf



Brenda Wenzel

30 Year: William Kirsch, Susan Mischler, Beth Olson, Roberta Polikowski; Carol Tyriver



William Kirsch



Susan Mischler



Roberta Polikowski



Carol Tyriver

FUTURE PROFESSIONAL LEADERSHIP

Jonah Campbell



PROMISING PROFESSIONAL

Kaitlyn Bloemer



APE TEACHER OF THE YEAR

Tim Swenson



HEALTH TEACHER OF THE YEAR

Patricia Zemke



PE TEACHER OF THE YEAR

Elementary
Karen Petermann



Middle School
Tim Mueller



University
Dr. James Gostomski



LIFETIME

Crystal Gorwitz



Carol Tyriver



HEALTH / PE COORDINATOR OF THE YEAR

Mikki Duran



OUTSTANDING SERVICE – Scott Sponholz, Chris Rumbelow, Dr. Chris Simez, Dr. David Nelson ; Betty Fuller



Scott Sponholz



Chris Rumbelow



Dr. Chris Simez



Dr. David Nelson



Betty Fuller

In addition, Dr. Duchanne acknowledged the four WHPE members who received Midwest & National awards in Minneapolis last April:

- Kris Fritz – North American Society Induction
- Penny Kroening – SHAPE Elementary National TOY
- Susan Kuhn – National JRFH Grant winner
- Matt Pomeroy – Midwest Presidential Citation



Kris Fritz



Penny Kroening



Susan Kuhn



Matt Pomeroy

**Congratulation to the
2017 Midwest TOY Recipients
from Wisconsin:**

Dr. Kim Duchanne,
Midwest Past President, recognized
**Karen Petermann (Elementary) and
Tim Mueller (Middle School)**
as winners of the
**2017 Midwest District
PE Teachers of the Year**
and wished them well as they represent WHPE
& Midwest at the SHAPE America National
TOY competition in Boston in March of 2017.



For FREE Membership in WHPE

Raise \$2,000 or more through your Jump Rope For Heart or Hoops For Heart event at your school and receive a one-year FREE JUMP membership to WHPE!!

By joining WHPE, you become connected to the benefits and tools to support your profession. Empower yourself to WHPE health, habits, policy and programs all year!

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our programs for
JRFH & HFH
Coordinators.



Name _____

Job Title _____ School _____

Address _____ City/State/Zip _____

Phone _____ Email _____

As principal, I confirm that my school raised \$ _____ in our Jump Rope For Heart or Hoops For Heart event in School Year _____.

Principal Signature: _____

* Incomplete forms will not be processed.

Past President . . .



Brett Fuller

Happy New Year everyone! The old Chinese proverb (or curse) may you live in interesting times sure was true for 2016. When I reflect on 2016 I think first of my family and how my children are growing faster than I can believe. I think of all that we have accomplished in my district and the great work of our teachers for our students. I then think of all of the dedicated members of WHPE. We broke not only a preregistration record for attendance at our convention, we broke the attendance record with 798 attendees. The loss of power right before the awards banquet will help make it an even more memorable convention. Now we look to a brand new year. What will this new year bring for us? The one thing we know for certain that it will be full of ups and downs. We hope that it will be more ups than downs.

Many people are big on New Year's Resolutions. So many times these resolutions touch on health related activities (losing weight, eating healthier, exercising more, etc...) I would like to challenge you to making a New Year's Resolution that will support your teaching. Maybe it is reading a new book on grading, taking a class on a new activity you want to try in class, volunteering to present at a convention (WHPE Annual Convention proposals are due on March 15th), maybe it is running a Jump Rope for Heart/Hoops for Heart event, the list could go on. My resolution is to research additional strategies to help the teachers in my district motivate their students. Have a great year everyone and thank you again for the service that you provide to the students you serve!

College/University Vice President . . .



Greetings everyone. I'm Dan Timm and I will be serving as the College/University Vice President. I have been teaching in the Department of Kinesiology at the University of Wisconsin-Madison for 20 years. My main areas of instruction include socio-cultural aspects of physical activity, health and physical education in a multicultural society, and emergency care. Besides teaching students in the physical education and exercise and movement science programs, I also advise physical education majors and work with students entering the program.

In my role of College/University Vice President, I am currently contacting members who are at the college/university level to find out how WHPE can better serve their needs. As part of this, please let me know

of any ideas for college/university sessions at the convention. Following President Kestell's theme, let us Build Strong Connections by Educating. I will also be reaching out to individuals in higher education who are not WHPE members to encourage them to join the organization. I hope to Build Strong Connections by Engaging these folks.

Please contact me at dtimm@education.wisc.edu if there is anything I can do for you.

A Member we will miss...

Vesta L. Buetow,

age 91, formerly of Cadott

died Sunday, August 28, 2016,

at Chippewa Manor Nursing Home,

Chippewa Falls.

*Ms. Buetow had been a member of
WAHPERD, now WHPE since 1971.*

*She served in various leadership positions,
including serving as President of the
organization from 1985-1986. In 1991 Vesta
Buetow was awarded the Lifetime Award.*

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Fitness Training for Individuals with Disabilities

One of the main objectives of physical educators is to assist students in developing an understanding the importance of regular physical activity and the role it plays in maintaining a balanced, healthy life. Unfortunately, this does not always happen. Sixty percent of America adults are not sufficiently active to achieve health benefit. While this may not be a surprise to professionals within the health and PE world, when it comes to development and maintenance of fitness, individuals with disabilities is a population often overlooked. Persons with disabilities are even more inactive than their peers without disabilities; nearly 70% get no physical activity or not enough exercise. There are many factors as to why this occurs (lack of opportunity, training, support, knowledge etc.). The fact remains that individuals with disabilities are less active, yet are in the greatest need of activity. This article will provide some basic guidelines when it comes to providing fitness-based training for individuals with disabilities.

When looking at improving the fitness levels of students with disabilities in your physical education program, there is no need to deviate away from the approach you would take with a student without a disability, but you will want to consider some additional factors to ensure that your programming is best suited for your student. The health-enhancing components of muscular endurance and strength, cardiovascular endurance, flexibility, and body composition should remain the focus. Here are some additional factors to consider:

1. Accommodate Individual Differences – The fitness program must be tailored to the individual needs of your student. To successfully accommodate him or her, this may mean adjusting the amount of repetitions and/or sets performed of a specific exercise.

2. Body Positioning – Students may need to be positioned in order work with or against gravity, depending on the level of resistance needed. For example, performing an abdominal crunch while lying on your side is less demanding than performing the same exercise while lying on your back.

3. Adjusting Time Constraints – Some students may need more time to complete a task, other may not. For example, Individuals with muscular dystrophy should not exercise to complete exhaustion or exercise for long periods of time. Knowing your individual students condition and the effect exercise has on them is crucial in adjusting the planned time for exercise.

4. Adjusting Environment – Although the weight/fitness room is one area we typically think of for fitness training, it is not always the most beneficial for students with disabilities. The pool is a great environment for individuals with a wide range of disabilities. It allows for pressure to be taken off the joints providing opportunities to work on improving range of motion activities. Additionally, the pool allows for many activities to improve cardiovascular endurance in a low-impact environment.

5. Adjusting Equipment – Making use of Velcro straps, surgical tubing or traditional wrist wraps can provide opportunities for individuals with fine motor/grasping needs to engage in muscle-specific strengthening activities.

Understanding your student and his/her specific needs will help you create opportunities for fitness that are most appropriate for your students with special needs. Students with varying disabilities may need specific accommodations, modification, or assistive devices in order to reap the full benefit from fitness training. One valuable resource is the National Center on Health, Physical Activity and Disability (www.nchpad.org). There are directories that contain information for varying disabilities, as well as a section devoted to exercise and fitness. I suggest you visit this site if you find yourself teaching fitness to students with disabilities. Thanks for all your hard work and dedication in keeping all our students fit and happy!!

– *Tim Swenson, CAPE
UW-Platteville
WHPE SW District Coordinator*

Midwest District News and Notes . . .



Happy winter everyone! I hope you are enjoying the variety of winter activities Wisconsin has to offer. Following are a few items of interest happening in the Midwest District of SHAPE America.

Wisconsin is the home of two Midwest District Teachers of the Year for 2017. Karen Petermann (Longfellow Elementary, Clintonville) was selected as the Elementary Teacher of the Year and Tim Mueller (Erin School, Hartford) is the Middle School Teacher of the Year. Both individuals are currently involved in the application process for national Teacher of the Year. Congratulations and best wishes to Karen and Tim!

Nominations for President-Elect and Leadership Council positions have been finalized and forwarded to the SHAPE America national office. Midwest District is also seeking an individual to serve as Executive Director.

Midwest District has been asked by SHAPE America to enhance visibility of 50 Million Strong to health and physical educators, stakeholders, and the general public. In order to do this, Midwest is looking for at least two success stories from each state in the district. There are many good health and physical education programs in Wisconsin. If you think your program would make a good case study, go to <http://50million.shapeamerica.org/case-studies/> to submit your information. There is no official place on the form for this, but please indicate you are from Midwest District. Submissions are encouraged from a variety of programs, types of schools, and sizes of schools.

Dan Timm, SHAPE America Midwest District Leadership Council

ELEMENTARY TEACHING IDEAS

ELEMENTARY BADMINTON FUN!

When did you play badminton for the first time? In the backyard? For many of us, it was in middle or high school. How about badminton at the Elementary level??

With specialized equipment so readily available these days, shorter racquets and smaller nets make activities like Badminton much easier for little people (see pictures). The racquets we use at Lowell are 23 inches in length, compared to the normal adult racquets that are 26 inches. The nets are portable, 10 feet in width, and can also be lowered for tennis. We use the regular shuttles, slower speed if available (sometimes balloons).

There are many skill related activities that can be introduced in a progressive manner with nets, badminton racquets, and shuttles. Some of these activities include, but are not limited to:

- Playing catch with a partner with shuttles.
- Playing catch with partner or teams over the net with shuttles.
- Throwing the shuttle so that a partner can try to hit it back for a catch.
- Serving to a partner who attempts to catch the shuttle.
- Serving to a hula hoop on the floor, or a partner can make a ring with their arms!
- Groups of 3, 4, or 5 trying to keep the shuttle (or a balloon!) aloft for as many hits as possible
- Rallying over the net for consecutive hits – Or just for the fun of it!!
- Any of many different rotations for competitive play

Please check out these pictures and videos of our students enthusiastically participating in these activities. As always, feel free to contact me about any questions that you may have.

– **Bill Kirsch**

Lisa Franz, M.S., P.T.

Lowell Elementary School, Waukesha, WI 53188

Phone: 262-970-1987, Email: bkirsch@waukesha.k12.wi.us



SOCCER PINBALL GAME

Created by Tim Mueller (Mueller@erinschool.org)

A Soccer Dribbling and Kicking Warm-Up Game (Grades K - 5)

Equipment Needed: A foam Gatorskin ball (7") for each student, music.

This game consists of three parts: "dribble and freeze" drill, "pinball" kicking, and finding a "new ball".

"Dribble" Drill: The game begins with the teacher yelling "DRIBBLE" and each student must use the inside of their feet to dribble their ball. On the word "FREEZE", the students must trap their ball by placing their foot on top of it. This needs to be done gently to not squish the ball. Students could work on different dribbling skills that have been taught in prior classes. Once they have the drill, add music. When the music is playing (about 30 – 90 seconds), they dribble and when it stops they must trap their ball within 3 seconds.

"Pinball" Kicking: Explain to the students what a pinball machine is and how our class is going to become a human pinball machine. Every time the teacher yells "PINBALL" everyone must kick their ball and then find another ball to kick. The objective during the Pinball kicking time is to have every ball in the gym moving continually until the teacher yells "FREEZE". Students should never kick the same ball two times in a row and must keep looking for a ball that is stopped or slowing down to kick next. Once they understand the rules, add music and have them kick until the music stops. When you stop the music, yell "NEW BALL." (Have students kicking for about 45 – 90 seconds.) Safety concerns: remind students to communicate while kicking so they do not attempt to kick the same ball. Also remind them to not kick a ball at another student (students will get hit occasionally and that is why we use the foam balls, but we should not intentionally kick a ball at another student). Skill Cue Reminder: Remind students to always step next to the ball with their non-kicking foot each time before they kick it (plant foot steps next to the ball and pointing where you want the ball to go).

"New Ball": On the command "new ball," students then run to find a new ball that is near them. Students must then trap the ball with their foot on top of it. Encourage students to work together to see how short of time it takes to have everyone with a new ball. Work on communication and teamwork.

Put All Three Together: Now do all three parts together to make a game. Possibly add the following rule changes each time they find a new ball: **1.** Kick with only your strong leg only. **2.** Kick with only your weak leg only. **3.** Kick with a different leg each kick. This game can be used as a warm-up activity when students enter the gym.



ELEMENTARY TEACHING IDEAS

CLIMBING WALL TARGET PRACTICE

Activity Objective: While climbing, students remove beanbags from the climbing wall and throw into targets.

Grade Levels: K-8

Grouping: Whole group

Materials:

- Traverse Climbing Wall;
- 15-30 Bean bags;
- 5-8 Hula Hoops

Advance Set Up: Place beanbags on the climbing wall, high and low, by resting them on top of hand holds. The Hula Hoops are the targets and should be placed on mats or on the gym floor in front of the climbing wall.

Activity:

This is a fun climbing wall activity that can be modified to accommodate a wide range of ages and abilities. Participants climb, stop at a beanbag, remove it and try to hit a target (while remaining on the climbing wall). They should try to toss one bean bag from every climbing wall panel, or every four feet. When they reach the end of the traverse wall, they climb down, walk off mats and repeat the activity.

Variations:

- Place targets at varying distances from the climbing wall and assign point values based on how challenging they are to hit. Participants can compete by keeping a mental tally of their scores.
- Use different targets: jump ropes or tape made into shapes, stripes on gym floor or buckets.

Tips:

- Any targets placed on mats should be soft and not create a fall hazard. Hard targets, like buckets, should be placed off the mats.
- Be aware that beanbags will need to be periodically replenished. Depending on the age of participants and ability to do so safely, they can be asked to replace beanbags upon completion of their climb.

– **Everlast Climbing, Inc.**



STONE HITTING GAME

Introduced by Yongju Hwang

An interesting Korean traditional game to work on agility, strength, core, cardio, balance, cooperation, and problem solving. (Grades 3-12)

Equipment Needed: Find a stone that can stand and flat surface.

Directions:

This game can be done with two players but it is more entertaining when a lot of people play together separated into two teams. To start off, players do rock, scissor and paper to decide which team takes the lead. The losing team needs to arrange the stones with even gaps between them. Afterwards, the winning team should draw a starting line 3 to 5 meters away from the stones. Players take turns throwing rocks to make the opponent's rocks to fall down. This can be done with multiple ways with 1 to 12 procedures. If a team makes all rocks to fall down, they win. If a team fails to hit the rock, the opponent takes their turn. Each team starts from where they ended in the previous turn.

Procedures of Stone hitting game:

1. Throwing in standing up position.
2. Throwing after one jump, two jump, and three jump.
3. Thief foot: Put stone on your feet and make it fall as you go close the stone monument (First right feet, then left feet).
4. Rabbit jumping: Run with stone in between your ankles (Go close and make the stone monument fall).
5. Lower leg: Walk towards it with the stone in between your knees.
6. Upper leg: Walk towards it with the stone in between your upper legs.
7. Stomach: Walk towards it with stone on your stomach.
8. Back of your hand: Carry the stone on the back of your hands. Right hand first, then left hand.
9. Newspaper deliver: Put stone in your armpit.
10. Epaulets: Carry the stone on your shoulder. Right first, then left.
11. Head: Carry the stone on your head.
12. Closed eyes: Throw stone first. Then find it with your eyes close.

Benefits:

The stone hitting game looks pretty simple. However, in each step, there are systematic and scientific fundamentals of exercise. Moving the stones with the finger tips or the tip of the toes to the knee, chest, shoulder and then head. Clownish poses are included in the activity while playing according to the level of the play thus enabling players to enjoy a variety of aspects. Moreover, this game requires children's concentration, rapid reaction and flexibility which will be helpful in training their body and mind.

– **Yongju Hwang, UW La Crosse Graduate Student - PETE**



ELEMENTARY TEACHING IDEAS

AMOEBA WALK

How to play: Tie a rope around the group by first asking them to stand close to each other. Next, ask the group to walk quickly from one point to another (No running!). Don't make the distance too great or the group will get frustrated. The Group Loop must stay at waist height. This activity will require the group to be calm, responsible and mature. Do not allow the group to fall over in such a way as to injure a group member. For debriefing, discussion about where the group might be headed as a team (company, business, ect.) and the challenges of moving as a unit towards our goals.

Why we play: Amoeba walk is a great activity to practice the skills of communication and problem-solving in a group setting. Communication and problem-solving are two of the game stages in adventure education. Communication is very important skills to acquire when in the process of completing a goal. Problem solving activities is a great way for persons to work among their peers to reach a common goal

Variations: Require the group to carry something, like a bucket full of water over their heads, to make more challenging

Age Level: Appropriate to ages 10+

Equipment: Rope is the only equipment needed for this activity. Various equipment can be added to incorporate difficulty in the activity. There is no cost for this activity.

– **Quinton White, UW-La Crosse Graduate Student - APE** Reference Link - <https://www.youtube.com/watch?v=wtyUftjbZGc>

TINIKLING

Why Dance/Tinikling?

Despite popular belief, many students don't enjoy playing the traditional sports and the gameplay involved with them. Often, dance is overlooked in physical education but is a very effective way to get all students moving and having fun. Students who may struggle in traditional PE games may enjoy a dance unit as it is not competitive and offers an opportunity to be active. When introducing a dance unit, rather than telling students, "okay we will be starting our dance unit today" the teacher can say, "okay we are learning a new activity called Tinikling today" Students may become intrigued if they have never heard or participated in Tinikling before.

What is Tinikling?

Tinikling is traditional Philippine folk dance, which originated during the Spanish colonial era. The dance involves beating, tapping, and sliding bamboo poles on the ground and against each other in coordination with one or more dancers who step over and in between the poles in a rhythmic movement/dance pattern. There are specific sequences of steps that the dancer follows in order to successfully complete the dance.

Teaching it in Physical Education

When teaching Tinikling in physical education you start with the movement steps and don't introduce the poles until the end. There are three total sequences of steps that the students learn. First is singles, second is doubles, and third is hops. When teaching these steps, use the lines on the gym floor in place of the poles. Slowly teach each sequence and gradually increase the pace as students start to understand the pattern. Do not rush this, it may take a few days to learn it without the poles. If the poles are introduced before they are ready, they may not do so well resulting in a loss of confidence and motivation when doing the unit and it could lead to some hard falls.

When introducing the poles, four people should be in a group. The first couple performs the dance and the other couple operates the bamboo poles by hitting them together and also tapping them on the floor in rhythm to the music. When the first couple dancing makes an error in their dance steps, the other couple takes their turn and this is where the fun starts especially when the dance speed gets faster and faster. Further, Tinikling is very similar to jump rope, but instead of a spinning rope, two bamboo poles are used. Jump rope and Tinikling both involve timing your jumps to get over an object and trying to stay in rhythm.

What are the steps?

Singles: When the poles are on the dancers right side (right foot lead) the foot work of two Singles steps would be as follows:

- | | |
|--|---|
| Count 1 - Hop on left foot outside poles | Count 1 - Hop right foot outside poles |
| Count 2 - Hop again on left foot outside poles | Count 2 - Hop again on right foot outside poles |
| Count 3 - Step on right foot between poles | Count 3 - Step on left foot between poles |
| Count 4 - Step on left foot between poles | Count 4 - Step on right foot between poles |

Doubles: The foot work for two Doubles Steps (with right side next to poles) would be:

- | | |
|--|---|
| Count 1 - Hop on both feet outside poles | Count 1 - Hop on both feet outside (straddling) poles |
| Count 2 - Hop again on both feet outside poles | Count 2 - Hop again on both feet outside poles |
| Count 3 - Hop on both feet between poles | Count 3 - Hop on both feet between poles |
| Count 4 - Hop again on both feet between poles | Count 4 - Hop again on both feet between poles |

Hops: The footwork for two Hops steps (right foot lead) would be as follows:

- | | |
|---|--|
| Count 1 - Hop on left outside poles | Count 1 - Hop on left foot outside poles |
| Count 2 - Hop again on left foot outside poles | Count 2 - Hop again on left foot outside poles |
| Count 3 - Hop on right foot between poles | Count 3 - Hop on right foot between poles |
| Count 4 - Hop again on right foot between poles | Count 4 - Hop on right foot between poles |

Here is a link to a good example of what a final product of Tinikling looks like: https://www.youtube.com/watch?v=j5x_p0BeQ30

– **Joe Schmid, UW-La Crosse Graduate Student - APE**

HIGH SCHOOL TEACHING IDEA

THE BACKPACK - HEALTHY/UNHEALTHY RELATIONSHIPS

By: Pamela Klein – WHPE HS Vice President

Healthy relationships are enjoyable and respectful and provide opportunities for many positive experiences for both teens and adults. But how do we teach students to recognize the signs of an unhealthy relationship in a way that is informational, hands-on, memorable and leaves an impact? One activity I have lead over the years which seems to accomplish just this is “The Backpack.”

Before class, I speak with one male or female student who I think will be able to participate appropriately in the “Backpack” activity in a thoughtful and engaging way. To start the lesson off, I place the empty backpack on my volunteer and ask them, “How does this backpack feel?” They usually respond with, “light or easy to carry.” I then let the class know for roleplay purposes, the student and I are dating. Next, some students are given cards with statements on them numbered 1-14. They are instructed that when their number comes up, they need to read the statement out loud and then after a brief dialogue between myself and the student, they are to walk over to the bookshelf, grab a book, and place it in the backpack. The dialogue that happens between the student and I after each statement is read is key to this activity being a memorable learning experience. In addition, students really get into placing books in the backpack while watching their classmate struggle as it becomes heavier and heavier. Students also become more involved as they hear and watch the banter that occurs between the two ‘dating partners.’

The cards read as follows:

1. Says “I love you” on your second date.
2. Wants to spend ALL of your spare time together, because he/she misses you.
3. Bought you a cell phone to be “connected” at all times.
4. Tells you what clothes to wear and how to wear your hair/make-up so it’s the way he/she likes it.
5. He/she needs to know where you are at all times and checks up on you through your new cell phone.
6. He/she points out your imperfections as a way of “helping you.”
7. He/she doesn’t want you to hang out with your friends because they don’t like them.
8. Accuses you of wearing provocative clothing, being interested in other boys/girls, and wearing things to attract other people.
9. He/she confronts any guy/girl that even looks in your direction and doesn’t want you to have any male/female friends.
10. Calls you a ‘bitch’ as a term of endearment or other names such as loser or stupid.
11. Tells you if you really loved him/her you’d have sex with them, even if you don’t want to.
12. He/she always seems so unhappy and tells you if you were to ever break up with them, they’d rather just die.
13. Hits you when you argue but says you made them do it, because you pushed their buttons.
14. When he/she gets drunk they like to smack you around

After all the cards have been read, and the backpack is almost full, I ask the class, “What else could be going on in this student’s life which may cause stress or ‘added books’? They usually reply with, “school work, friend drama, issues at home, trying to get into college, etc” all the while I’m adding more books for each idea shared. At the end of the demonstration, I thank my volunteer and the class gives them a round of applause.

To close, students are asked to complete the following discussion questions and together we have a healthy conversation about the entire activity. The ‘backpack’ can be referred to again during future lessons when discussing stress management, coping skills, depression and signs of suicide.



1. The empty backpack represents what? (a healthy relationship)
2. What does this (healthy relationship) feel like? (light, easy, not a heavy load, weight-less, etc.)
3. What were some of the early warning signs? (I love you on 2nd date, purchased cell phone, limiting time with friends, etc.)
4. How did the backpack or relationship start to feel when the warning signs started to add up? (heavy, scary, uncomfortable, smothering, overwhelming, etc.)
5. What are some ways this person could reduce the stress of this relationship?
6. What could you do or say to be there for friends who appear to be in an unhealthy or abusive relationship?
7. If this was you, what could your friends say that would be helpful?
8. Do you know someone who is in this type of relationship right now?
What warning signs did you see today that you have seen in the past with this friend?
9. What is your major take away from this activity?
How will you use this information moving forward?



Congratulations

Sandy Hagenbach and the De Pere SD were awarded the \$10,000 Hometown grant this year. Four schools will be splitting the funds from the NFL to purchase new PE equipment. Their celebration with the Play 60 Bus was on November 22 and four Packer players visited the school. See video of the event at: goo.gl/bGsyqw This grant comes directly from the NFL and will likely be available for a school district next fall. Dairy Council Staff selects the district based on activity in FUTP60 and proximity to Lambeau Field. Your school could be the next winner!!!

Enter to Win

Three contests for Wisconsin Schools are still open for entries.

Go to: <http://www.wisconsin dairycouncil.com/fuel-up-to-play60/contests>

- Brain Break Videos need to be submitted online by January 15. Six schools will be selected to bring 20 students to a Workout Day at the Hudson Center
- Super Breakfast Bowl recipes and photos are due February 15. Up to six schools will be selected for a Special in-School Breakfast Event.
- Schools can also enter the Ultimate Challenge at www.fueluptoplay60.com to win \$1000.

2017 Student Ambassador Summit

The 2017 Student Ambassador Summit will be in Minneapolis, MN from July 24-27, 2017. The application for eligible students to apply for a chance to attend will open on the Dashboard on December 1. As a reminder, to be qualified students must meet the following criteria:

- Have reached Level Four (45,000+ Points) on FuelUpToPlay60.com
- Be at least 11 years old by July 24, 2017
- Be entering at least 6th Grade in 2017-2018
- Have a Program Advisor registered at their school

New Schools Can Join Today

You can sign your school up today and receive a \$400 Minicamp Grant. This grant is available through March for WI Schools that are new to FUTP60 and want to get the program started this school year. Go to www.fueluptoplay60.com

Fuel Up to Play 60 - Creating Leaders for Life



Fuel Up to Play 60 (FUTP60) has had a strong influence on our school by offering beneficial opportunities and exceptional learning experiences. The program and the Wisconsin Milk Marketing Board has taken our whole team of twenty students to Lambeau Field and the Don Hutson center, given our school thousands of dollars to purchase fitness equipment and nutritious snacks, helped us create many cool health plays, and much more. From these happenings, our whole school has learned an abundance about eating right and staying fit. Overall, FUTP60 has not only taught many students and teachers about being healthy, but it has also brought our school closer together.

FUTP60 has given some of the team members a chance to meet other student ambassadors to learn about leadership and impacting others. Courtney Kirley, our Wisconsin State Ambassador, was flown out to Purdue University in Indiana to attend the 2016 FUTP60 National Summit. "At the Summit I learned so many ways to become a good leader and I continue to mentor others. We learned about team building, leadership, dairy farming, healthy living, and how to make new friends. It was a life changing experience," said Kirley.

When some of the leaders on our team first started out with FUTP60 three years ago, they didn't have a good experience because their ideas weren't taken seriously and they



felt uncomfortable working with older students they didn't know. But now, our whole school is closer than ever because almost every day, students from many grades work together on different projects and plan exciting whole-school events. We believe this could make a difference for every school because when students respect and communicate with each other, they can become the effective leaders we need. If you think about it, FUTP60 has prevented bullying and insecurities at our school and most likely at other schools across the country. We feel very fortunate to have FUTP60 helping us create a safe and healthy environment for all. We hope more teachers will implement a FUTP60 program at their school!

*Written by: Noelle Herrmann (FUTP60 Erin School Student Leadership Team - 7th Grade)
Courtney Kirley (FUTP60 2016 Wisconsin State Ambassador - 7th Grade)*

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.

Fuel Up To Play 60 Changing Lives

- Sandy Hagenbach

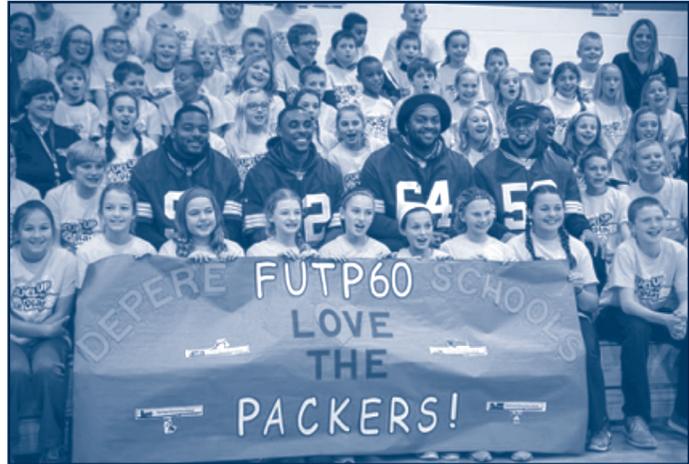
It has been an exciting FUTP60 year in De Pere. We now have 4 FUTP60 schools and were awarded the Packer NFL Hometown grant. FUTP60 is changing lives in De Pere, across Wisconsin and the USA. I'd like to share a little bit of my journey.

My schools journey started 7 years ago. I had heard about the program, saw there were grants available and signed up. I stumbled through my first year, which us veterans like to call the rookie year. One challenge that was successful and continues as a tradition at Heritage is the FUTP60 Recess Walking Club. My first year FUTP60 gave me a Packer signed football to give away as a prize. I collected a variety of other little prizes and had an assembly to draw the winners. Every card filled up, for walking a predetermined distance, was entered into the drawing. A little Kindergartener named Avery walked every recess. We drew for the football last. I was thrilled when I pulled Avery's name.

The years passed and more FUTP60 traditions started at Heritage. A fall teaching assembly with a tracking challenge, Milk Mustache Pictures in January, taste tests at lunch, a before school indoor walking club, after school open gyms and of course the Recess Walking Club. Through the years we have painted the food groups on pillars in our lunchroom, painted recess buddy benches, gotten funds to be put towards a TV, an iPad, Spooner Boards, pedometers, obstacle course and fitness equipment, taste tests and blenders. Two teams got to visit the Don Hutson center and one student won tickets to a Packer game. Avery saw all of this and was an active member of the FUTP60 team when she was in 4th grade.



As part of the Packer NFL Hometown grant my school got to host a Packer assembly. Three members from each of the the four FUTP60 De Pere schools were given the chance to ride the Packer Bus to the assembly with four Packer players. This year as a 6th grader, Avery is on the Foxview FUTP60 team. She has been part of FUTP60 for 7 years either as a team member or actively participating in our school challenges. She earned the opportunity to ride the bus!



Avery is the girl in the front row with the yellow headband.

Football season is winding down and most people contemplating becoming advisors and starting up the program at their school have put the idea on the back burner. My advice, don't! Keep it on the front burner. Start talking to people who have successful programs. Check out the National web site <https://www.fueluptoplay60.com> Check out the Wisconsin Dairy Council's web site <http://www.wisconsin dairycouncil.com/fuel-up-to-play60> Start planning now so you can have a successful rookie year next year. Make a difference at your school and in the lives of your students. Avery is glad I got involve!

Check out this link to see FUTP60 making a difference in De Pere!
<http://m.packers.com/news/video/packers-keep-kids-active-at-play-60-event-4286151f-3d6c-4c06-8495-76ec4970df53?sf43254934=1>



Learn the dance the Packers did at:
https://www.youtube.com/watch?v=C4NV58ax8aQ&feature=em-upload_owner



American Heart Association
life is why™



Jump Rope For Heart is a national education and fundraising event created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students learn to jump rope, learn the benefits of physical activity, healthy eating and avoiding tobacco; and raise funds for research and programs to fight heart disease and stroke. Millions of students have joined us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of this great event and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.

Call 1-800-AHA-USA1 or visit heart.org/jump to get your school involved.

It Takes Heart to be a Hero





SHAPE America is a proud program partner of Jump Rope For Heart.

©2015, American Heart Association. Also known as the Heart Fund. 7/15/DS/2015

Jump Rope and Hoops for Heart

\$2000

Raising \$2000 for JRFH/HFH can mean many things to you in your role as a PE/Health teacher. It can and will empower and retool you to meet the demands of your profession.

- Free one-year Membership to WHPE
- A one-year FREE JUMP membership to SHAPE America
- Gift certificate from US Games to redeem for equipment

\$2000 JRFH/HFH does more than that:
It makes a difference in the lives of people.

BENEFITS FOR YOUR SCHOOL

JRFH is a great service learning project offering students a terrific way to participate in community

- Service fund research and educational programs that impact every community
- Integrate physical activity and critical thinking skills
- Encourage cooperative activity
- Provide fun ways to support physical education and health education standards
- Reward schools with physical education gift certificates based on dollars raise

WHY IT'S AN IMPORTANT EVENT

Heart disease ranks as this nation's No. 1 killer
Stroke is No. 3 and a leading cause of serious disability
Every year, 1 million people die from cardiovascular disease and stroke -- that's 1 of every 2.5 deaths in the United States
Cardiovascular disease and stroke may remain critical problems in the future because of poor lifestyle habits among American adults and children

Over 15 % of children and adolescents are now overweight
4 million children have above-normal blood pressure
27 million children have high cholesterol

AMERICAN HEART ASSOCIATION AND WHPE PARTNERSHIP

Every JRFH and HFH event that is held in Wisconsin not only helps raise money for American Heart Association and valuable research projects, but also helps support WHPE. This year WHPE share of the money raised was \$109,412.35. To all of the coordinators, Youth Market Directors and contributors, we would like to thank you for all of your efforts! Amazing things can and do happen!



The lucky General Assembly participants who received the six beach balls were invited to come to the front of the General Assembly and hold up a cardboard Zoo Crew critter with a number on the back. WHPE received \$109,412 from the 2015-2016 JRFH/HFH campaign. This was a new and creative way to have membership help "present the check" at our General Assembly.

JRFH/HOOPS EDUCATOR AWARD Two Awardees this year:



LORI BALISTRIERI

Lori teaches at two Catholic elementary schools in Oshkosh and has been a WHPE member for over 13 years. She willingly shares the importance of heart-healthy habits and spreads the word and mission of the American heart Association, both within her schools and to the greater Oshkosh community, having been associated with the AHA for 20 years. Ms Balistrieri holds

events at both schools every year, raising a career high \$13,000 in 2015. According to AHA rep, Jackie Weir, who herself was recognized as a national Youth Market rep a few years ago, "Lori's events offer fun opportunities for students to work together and enhance personal learning." Lori is deserving of this JRFH/Hoops Award and WHPE is proud to have Lori Balistrieri as a contributing member.



RENEE MARSHALL

Renee is a UW- L graduate with certifications in PE, APE, and Coaching. She teaches at Meadowview Intermediate in Sparta and is a 25 year WHPE member with a Masters degree. Ms Marshall has conducted many events such as family carnivals, fun nights and JRFH/Hoops events that emphasize fun, activity and promote learning about

healthy lifestyles. As a teacher, coach and community volunteer, Renee has facilitated the WHPE and AHA Missions far beyond her yearly JUMP/Hoops events that are conducted in/out of school. Renee has served as a PEP coordinator, curriculum mentor and helped facilitate attendance at the SHAPE Minneapolis convention for many of her colleagues. Mrs. Marshall is 'walking the talk' with regard to involvement in healthy active lifestyles. WHPE thanks her for this service to our profession with emphasis upon heart health.

JRFH/HFH Collaborative Luncheon at the WHPE Convention. During lunch Jump Rope and Hoops for Heart Coordinators met and shared ideas/strategies.

WHPE JUMP ROPE AND HOOPS FOR HEART SESSIONS

Thank you to Brenda Erdman and Susan Kuhn for presenting a session at convention for JRFH. Together these ladies laid out how they put together their event. The session laid out the pre-planning, day of event, necessary volunteer plan, money collection, thank you prize distribution, day of event, activities included in the event. Brenda and Susan shared photos of their events as well as answered questions from attendees to help those new to the idea how to get started as a JRFH/HFH coordinator. Take away message was simple and clear: start small, you know your students and community so make it work for you! Both ladies spoke very highly of their AHA Youth Market Director. Work together with your YMD to customize an event that will work for you and your school community.

Thank you Brenda and Susan, for sharing your passion and enthusiasm of JRFH/HFH with us at the WHPE convention!

ZOO CREW

Jump Rope for Heart/Hoops for Heart rolls out a new program designed to help you create high interest in your event! Check out the new line up. Set up a meeting with your Youth Market Director today or go to www.heart.org/jump and get started today.

US Games gift vouchers are provided to schools that complete a Jump Rope For Heart (JRFH) or Hoops For Heart (HFH) event.

Schools can utilize the vouchers to help offset declining school budgets in physical education and before-and-after school programs. The certificates ensure that schools can have adequate supplies of core PE items such as playground balls, foam balls, jump ropes, scooters, etc. Every item in the US Games catalog and website are eligible to be redeemed with JRFH/HFH certificates- it's all possible by doing a JRFH/HFH event! Your community service pays back in so many ways!

ZOO CREW PHOTO OP



© Matzner Photography

Crew critters to make a statement. This year visitors at the JRFH/HFH Booth were asked to take a selfie photo and post to the social media of their choice. WHPE supports JRFH/HFH!!! 150 of the first photo volunteers received a zoo crew critter on a lanyard.

Check out the ZOO CREW Photo Op at this years WHPE Fall Convention. What a great opportunity to use fun cardboard cut-outs of the Zoo

critters of the Zoo



American Heart Association
life is why™



HOOPS FOR HEART

Hoops For Heart is a national education and fundraising event created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students learn basketball skills, learn the benefits of physical activity, healthy eating and avoiding tobacco; and raise funds for research and programs to fight heart disease and stroke. Millions of students have joined us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of this great event and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.

Call 1-800-AHA-USA1 or visit heart.org/hoops to get your school involved.



SHAPE America SOCIETY OF HEALTH AND PHYSICAL EDUCATORS™
health. moves. minds.
SHAPE America is a proud program partner of Hoops For Heart.

**We Jump.
We Shoot.
We Save!**

©2015, American Heart Association. Also known as the Heart Fund. 7/15DS8292

Join the Zoo Crew! Collect all 6 Characters and a Rory Badge

Help Others



Rory McFiercely III
\$5

Be Physically Active



Mr. Tusker
First Online Donation

Avoid Sugary Beverages



Savanna Bolt
\$85 Online



Rory's Zoo Crew Badge
ECard Challenge

Eat More Vegetables



Jade Shoots
\$20

Watch Out for Salt



Jenny Kicks
\$35

Avoid Tobacco



Finley Chillerton
\$100

WI JRFH/HFH Task Force

A Big Thank you to the following people who are part of the WI WHPE JRFH/HFH Task Force.

Chris Behrens,
Cory Schwartz,
Wendy Monson,
Andrea Brehm,
Karen Albert,
Katie Mulloy,



Pete Williquette, True Vang, Jackie Clark, Keith Bakken, Brett Fuller and Patty Kestell. These people volunteered their time to help at the JRFH/HFH booth, and will be contacting some members in hopes of onboarding you to become a JRFH/HFH event coordinator. These people are very knowledgeable in how to start/run/complete an event. Wisconsin Physical Educators have a rich history of leading the way with JRFH/HFH events. Becoming a JRFH/HFH coordinator is a great way to become actively involved in community service. The program can be tailored to meet any teaching situation you have. If you see a familiar name on the list feel free to contact them and ask how to get started with a JRFH/HFH event. Please call on them to help you get started.

If you have any questions, comments, compliments or ideas to share in regards to Jump or Hoops, please feel free to contact me:

Penny Kroening
WI JRFH/HFH State Coordinator
pkroenin@waukesha.k12.wi.us



WHPE

**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, 2017 . You may contact is WHPE office for more information or check out the grant guidelines on the WHPE web page at www.whpe.us .

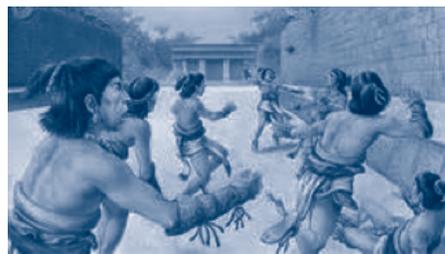
“Cultural Contributions to Activities” Culturally Responsive Health and Physical Education

Happy winter. During the last three newsletters, we have discussed ways of connecting content to students’ lives. This time, we will discuss the fourth way of accomplishing this - cultural contributions to activities.

Infusing cultural contributions to activities into your teaching is a way to build strong connections with your students. Cultural contributions further educate students about an activity. Additionally, cultural contributions help to engage your students in the content you are teaching.

There are two aspects of cultural contributions to activities. The first aspect is contributions made by individuals to the development of an activity. This might involve originating an activity, developing equipment, or promoting an activity within a specific geographic area such as one’s community. The second aspect is individuals who currently are, or historically have been, top performers in the activity.

Rather than focus on specific activities, I’m going to share a few contributions from two cultural groups - Indigenous people and African Americans. This will provide an indication of the type of contributions which could be used to connect content to students’ lives.



Although James Naismith is credited with inventing basketball, Olmec Indians in southern Mexico and Central America were playing a form of basketball as early as 3,000 years ago.

A rubber ball was passed through a large circular stone with a hole in it, which was attached vertically to a wall. The ball had to be propelled through the stone without one’s hands or feet contacting the ball.

Wisconsin National Archery in the Schools Program

I’m sorry we missed everyone at this year’s WHPE convention! It’s always great to connect with new people and reconnect with old friends at the conference and we will be back in 2017! Our WI NASP program is off to another great start. We’ve added several new schools already this year with more setting up training dates now. The NASP program in Wisconsin is offered through the Wisconsin DNR and we work closely with both state and national partners and sponsors to offer grants to help schools purchase the equipment and start or expand programs. Currently there are close to 700 schools offering NASP at some grade level. We hope to continue to add 30-40 new schools a year, keeping us in the top 5 nationally for participation.

Along with the programs offered as part of the PE curriculum we have many schools that set up after school clubs to allow kids



to continue to shoot arrows and be part of the many school, Archery club and shop NASP style tournaments, as well as the Wisconsin NASP state tournament.



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Besides playing the first form of basketball, the Olmec were the first people to produce and play with rubber balls. Balls were made both hollow and solid and in the 1500s, were introduced to Europe by Spanish explorers.

Indigenous people also had “firsts” in the area of outdoor education. The first snowshoes were developed by American Indians from the Arctic Circle to the Great Lakes, using wooden frames and rawhide thongs. Bone fishhooks found in North America, Central, and South America have been traced back to 6,000-5,000 B.C. Copper fishhooks made by American Indians of the Great Lakes area date to 5,000-4,000 B.C.

African American culture has also made significant contributions to physical activity. The fastest bicyclist in the world from 1898-1910 was Marshall W. “Major” Taylor, who established a one-mile world record. Dr. George F. Grant was the inventor of the golf tee in 1899. Prior to the golf tee, golf balls were placed on small mounds of dirt. Lastly, the Spartan Braves of Brooklyn, who later became the New York Renaissance, was the first full-salaried basketball team. Players earned \$800-\$1,000 per month with the team in operation until the late 1940s.



Remember, the more engaged and educated your students are, the more health and physical education will be part of their lives.

Next time, we’ll continue exploring ways to teach health and physical education in a culturally responsive manner.

Keoke, E. D., & Porterfield, K. M. (2002). Encyclopedia of American Indian contributions to the world. New York, NY: Facts on File.

Stewart, J. C. (1996). 1001 things everyone should know about African American history. New York, NY: Doubleday.

Last year’s state tournament drew nearly 1500 kids from 65 schools. And almost 400 went on to the NASP national tournament in May in Louisville Kentucky, where close to 14,000 kids shot for awards and scholarships. We even had one student from Stratford make the NASP All-Star team and travel to South Africa last summer.

Along with the NASP program the WDNR also has curriculum materials for the Explore Bowhunting, Explore Archery and Scholastic 3D Archery programs. These can be done as part of an in-school curriculum or after school or club activity.

I’m always available to present info on any of these programs, talk about grants and getting started or helping with equipment maintenance if need be. If you or your school are interested in more information, getting certified, adding grades or programs please email or call me anytime!

Enjoy the rest of the school year and I hope to hear from all of you in the future!

Daniel M Schroeder

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Let's Move Active Schools News

Ken Smith

This fall, 22 Wisconsin schools earned the Let's Move Active Schools National Award! Those schools joined the 514 schools from around the country to be recognized for their achievements in getting their students physically active throughout the school day. The best part about LMAS is that you can design your action plan based on the your school's goals, and then find grants to make your goals a reality. Small changes can make a big difference in the culture of your school! Log on to letsmoveschools.org to take the 9 question survey and activate your action plan!

Contact me at ksmith@wausauschools.org if you have any questions.



THERE'S AN APP FOR THAT!

Bitsboard: A free quiz app with over 20 quiz games you can create.

Educational purpose: Gives immediate feedback to students when doing a cognitive assessment/review. The Sequence game is ideal for checking student understanding of the sequence of a skill. Odd One Out and Sort It are great for sorting a variety of activity pictures to assess knowledge of fitness components. True or False and Photo Touch can be used for identification.

Getting Students Active: First teach the game "Chips Ahoy". This is a PACER like tag game. Place four containers of bingo chips, two containers each, at opposite ends of the gym. Students run back and forth like the PACER and pick up a chip at each end, collecting as many chips as they can. A tagger with a large chip, soft frisbee, tries to tag a runner. If tagged the student must give one of the chips they collected to the tagger and they now become the tagger. Once students know the game, add iPads to one end of the gym with a Bitsboard game loaded. Every time a student comes to the iPad side of the gym they must answer one question from the Bitsboard game. If they answer correctly they pick up a bonus chip. Remember, students try to get as many chips as possible. * Muscle Scan Mike or Bone Scan bob could be used with this game or any tag game as a way of reentering the game after being tagged. Video: <https://www.youtube.com/watch?v=KP8kFMG2AVM>

FitRadio streams DJ mixes from a variety of genres that are perfect for PE Class. The free version works well and it is super easy to sign up. The app even has workout mixes that are separated by beats per minute or activity. No more meticulous playlist planning, let the app do it for you! The major advantage of using this app over Pandora or iTunes is the music seamlessly transitions from song to song and the DJ mixes are constantly updated.

Here's a link: <http://www.fitradio.com/music#workouts>

– Submitted by John Walesewicz, walesewicz@wisc.edu

Recap is a free student video response and reflection app useful for physical educators and health educators. It gives teachers and parents insight into students' learning and progress. Recap provides evidence of student thinking, improves formative assessment, and supports personalized learning. It gives every student a voice and allows for two-way communication. – Submitted by Mary Wentland

My Bowling Score Card

Bowling is a great sport to teach in Physical Education because it is an activity that anyone can participate in regardless of age and skill level. An important aspect to include is scoring. Scoring can be difficult to understand, especially without the practice. A free app called My Bowling Score Card, created by WDDonline, is extremely easy to use and would be a great asset to your unit.

The app is a general scorecard that automatically calculates an individuals bowling score, as well as up to 5 other players' scores. Even though the app itself does not teach the user how to add up a scorecard, the student is actively typing in how many pins they knock down in each attempt. The great thing about this app is that feedback is given right away. To help students improve their scoring ability, have them try to figure out their score first, and then plug it into the app which then calculates and provides them with the correct score.

Additional features are: when the app opens, you can look up your local bowling alley. Also, students can screenshot their scores or post them directly to social media to share with friends and family.

– Mary O'Reilly, UW-La Crosse Graduate Student - APE

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

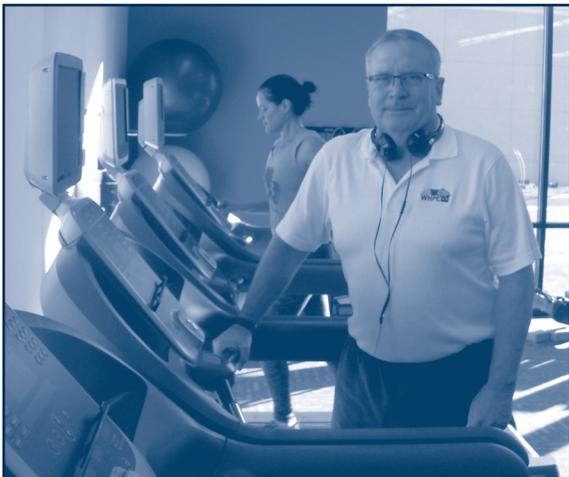


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CEO's Report

Have you ever wondered by all 5 of our National Standards start out with the words, "The physically literate individual"? When a 12th grader in your district walks across the stage next spring will you smile with pride and say to yourself, "There goes another physically literate individual"? I certainly hope so.



Last week when I was at a local health club, I noticed an obese young woman working out under the direction of a personal trainer. I fought the temptation to ask her where she went to high school. She clearly needed both instruction and motivation. Her trainer was doing a pretty good job of providing both. That same day, I watched an older, obese gentleman do some bicep curls then leave. I was reminded of a friend's message from years ago that no one has ever died because their biceps were too small. I applaud the personal trainers at this health club because they provide a valuable service to our community. I truly enjoy my time there.

that health and physical education are academic subjects. Few of them know what physical literacy means.

We need your help. Remember that you have the home field advantage when a legislator visits your classroom. Please work with your administration to invite these decision makers to your school. I am confident that they will be impressed.

Peace and Health to All in 2017
Keith

There is a down side to this story. Too many decision makers in the Capitol believe that physical education teachers can be replaced by anyone who has experience working at a YMCA or health club. Too many of them do not believe

