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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 47, ISSUE 2

SPRING 2018



From Your  
WHPE  
President:  
Patty Kestell



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

**ESSA Update-** The federal Every Student Succeeds Act, passed in December 2015, identifies health and physical education as one of eighteen subject areas that help deliver a well-rounded education for students. For those that are familiar with the previous Carol M. White PEP grants, these funds were rolled into ESSA with other funds as block grants, to be given to states to determine how the fund are used, based on Title 1 school needs.

As of March 21, 2018, Congress has provided \$1.1 billion in FY18 funding for the Student Support and Academic Enrichment Grant program. This figure represents a 250% funding increase over last year's level of \$400 million and should allow the program to operate as a formula grant program, as Congress mandated in the law.

Most importantly, this level of funding will allow school districts to have true flexibility in determining how to meaningfully invest in and support programs that support safe and healthy students, a well-rounded academic curriculum, and an effective educational technology program. Due to last year's low funding level, districts were stripped of this flexibility, and many did not have access to Title IV-A funds.

**What does this mean for you as an HPE professional?**

**Title IV, Part A authorizes activities in three broad areas:**

1) Providing students with a well-rounded education (e.g. STEM, arts, civics, IB/AP, health and physical education).

**WHPE Retirees!**

Congratulations on your upcoming retirement! We thank you for your years of dedication and commitment to our HPE profession and to your years of making a positive difference in the lives of thousands of students. We would like to recognize you at our WHPE convention in fall. Please contact Nicole Popowich to let her know if you will be retiring at the end of this school year! [npopowich@uwlax.edu](mailto:npopowich@uwlax.edu)

**Professional Development Opportunity**

WI DPI Best Practices in Health and Physical Education-  
July 24-26th : Stevens Point; #HPEAcademy  
[http://www.uwsp.edu/conted/ConfWrkShp/Pages/  
Best-Practices-in-PE-Health.aspx](http://www.uwsp.edu/conted/ConfWrkShp/Pages/Best-Practices-in-PE-Health.aspx)

2) Supporting safe and healthy students (e.g. school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education).

3) Supporting the effective use of technology (e.g. professional development, blended learning, technology devices).

**Distribution of Funds**

Each state will receive an allocation based on their Title I funding formula. Using the same Title I formula, the states will then allocate funds to school districts.

Any school district that receives a formula allocation above \$30,000 must conduct a needs assessment and then must expend 20% on activities to provide a well-rounded education programs and 20% of its grant on safe and healthy school activities. The remaining 60% of the money can be spent on all three priorities, including technology. However, there is a 15% cap on devices, equipment, software, and digital content.

If a school district receives an allocation below \$30,000, the law does not require a needs assessment or setting aside percentages for well-rounded and safe and healthy students programs. The school district must spend money on activities in at least one of the three categories. The 15% technology purchase cap would continue to apply.

The time is now to begin having conversations with the Title 1 Coordinator in your school district, or the administrator that has been designated to oversee these funds. Ask questions about how the district plans to use the funds for the health and safety of students, and then begin to

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ask how your health and physical education programs can help develop programs that focus on Social Emotional Learning, mental health and wellness, and have a positive impact on absenteeism and academic progress. The WHPE Advocacy Committee will be sharing more information soon to help guide some of these conversations. Your initiative in inquiring about ESSA in your district will hopefully help health and physical education play a greater role in how Title IV Part A funds are spent, but we each need to be the ones to get the conversations rolling.

## Books for great reading

### ***Innovator's Mindset by George Couros***



If you are looking for ways to grow professionally, this book is a must-read for you. If you hold leadership influences, this book is a must-read for you. *Innovator's Mindset* is a book that inspires and transpires the way you think about education. It is not directly tied to the profession of physical education but anecdotally speaks truthfully about cultures of schools. Lead before the label and start with small steps to creating an intentionally meaningful learning experience for your students. Many of our learning environments do not even come close to looking like an academic setting, let alone include purposeful learning. Many of us physical education teachers have become comfortable with the way we do business in our classroom that we believe what we are doing is best practice and innovative for student learning. The truth is that we do things the way we do it, sadly, for our own benefits. It's not really about the students. Ask yourself this question, when was the last time I intentionally asked my students on what they think about my teaching and the contents that I teach? The truth is most of us do not. We are fixed in our ways and once things become a habit, it is difficult to break those habits. George coins this stigma as a fixed mindset. The book also states that innovative doesn't mean producing a product but rather a mindset to allow students to be engaged in learning. Luckily for us physical education teachers,

### **Recognition & Celebration of Excellence in WHPE**

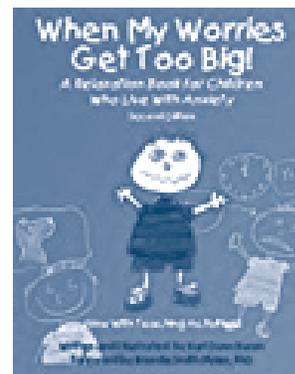
At the SHAPE America convention in Nashville, **Keith Bakken** and **Kris Fritz** received recognition for their service and accomplishments within our profession.

**Kris Fritz**- Received gavel as Midwest District President  
**Keith Bakken**- Midwest District Presidential Citation

Congratulations, Keith and Kris, on these recognitions at Nashville! Best wishes to Kris in your year ahead as Midwest District President!

are learning classroom, for the most part, is very engaging already. But what is engaging? The game or the learning? There are a lot of physical movement and children, in general, love games. Most students are engaged in playing games. Do we teach games or people? If we teach people, then why make a big deal out of assessing rules and boundaries of specific games? Teach students to access resources and build innovative mindsets to shape their autonomy. After all, is not developing a physically literate individual our ultimate vision? I hope so. Follow George Couros on Twitter at @gcouros. Enjoy the book.

**Submitted by True Vang, Eau Claire School District, WHPE NW District VP**



**A relaxation book for children who live with anxiety. Excellent for Elementary and Middle School health.**

**Submitted by Mary Wentland, Lakeland Union High School, WHPE NE District Coordinator**



### **January PE Sharing Workshop a Success!**

On Saturday, January 20th WHPE hosted a PE Sharing Workshop at Delavan Darien high school for teachers to learn and share about game strategies, fitness, adventure education, PE technology, health education, and adapted PE!

# SHAPE America Convention

March 20-24, 2018 • Nashville, TN



**SHAPE**  
 Nick Faulds, a current adapted physical education graduate student at UW-La Crosse, received a Ruth Abernathy Presidential Scholarship at the recent SHAPE American convention in Nashville. Each year SHAPE awards five Abernathy Scholarships to outstanding undergraduate and graduate students. Nick completed his undergraduate degree at the State University of New York-College at Brockport and will graduate from La Crosse in August, 2018.

# WISCONSIN HEALTH & PHYSICAL EDUCATION ADVOCACY SUGGESTIONS

Be sure to integrate the Whole School Whole Community Whole Child (WSCC) Model into your advocacy efforts! <https://goo.gl/lTzemz>

	Students	Families	Community	Admin
<b>LEARNING OPPORTUNITIES</b>				
Why is PE/Health important in relation to learning?	X	X	X	X
How does PE/Health (or PA) impact every day health/wellness?	X	X		X
Students create PSA's, posters, etc. for school environment	X	X		
Have students promote on social media	X	X		X
Provide opportunities for students to be advocates in community	X	X		X
Create student mentors within your program	X			
Link between Health/PE/PA & academic achievement & behavior	X	X	X	X
<b>COMMUNICATION TOOLS</b>				
Share newsletter articles, posts, websites w/parents about class		X		X
Family Wellness/Fitness Nights	X	X	X	X
Share Physical Activity Calendars with families	X	X		
Video clips of Health/PE class during Open House/conferences	X	X		
Provide information to parents re: quality PE and health.		X	X	
<a href="http://activeforlife.com/educating-parents-physical-literacy/">http://activeforlife.com/educating-parents-physical-literacy/</a>	X	X	X	
<b>QUALITY HEALTH &amp; PE/BEST PRACTICES/LEADERSHIP</b>				
Invite administrator to see a quality PE/Health lesson				X
Demonstrate best practice in teaching & in learning environment	X		X	
Share articles and books on effective teaching in Health and PE	X	X	X	X
Board Presentation about your best teaching practices			X	X
Be a leader within your school - Get on a variety of committees			X	
<b>COMMUNITY INVOLVEMENT</b>				
Form community partnerships with businesses & health/wellness providers who share a common interest in student wellness.				X
Invite community providers to Family Fitness Night/Fun Run	X	X	X	X
Publish newspaper articles/ use social media to promote program	X	X	X	X

Check [www.whpe.us](http://www.whpe.us) for more details



# Elementary Teaching Ideas

How do you get your students to take responsibility for their own behaviors? During the 4th quarter of this school year, I will have my students give themselves a daily score based on our school expectations. I will use this as an exit poster and ask the students to self score on their way out of the gym. I have used this process before with different objectives and I really like it. It gives students the opportunity to think about what they did in class and take ownership of it. It also gives me a chance to watch their score and ask them to adjust it if they need to...

## Here is what my poster looks like...

Submitted by Darci Mick-Beversdorf,  
Wausau School District, WHPE El-  
ementary Division VP



## Google Classroom for reflection and formal assessment

Reflection is an essential part of learning. But how often do you allow your students to reflect on their performance each lesson? Do you have a way to keep track of those reflections? How much time do you allocate towards self-reflection? Google Classroom allows you to post quick discussion questions that will enable students to reflect on their day. You can set the settings only to let the student and yourself to see the response. The great thing about this is that you can see their submitted reflection and provide feedback to the students.

Formal assessment is key to identifying if learning is taking place in your classroom. It is a more explicit measure of your learning intentions each lesson. Formal assessment is done exactly like the reflection part. You can post a question regarding any aspect of your learning target. For example, in an invasion games unit, your learning target might be to recognize to take a shot at the goal only when open, close enough to the target, and when there is no defender in the way. Your end of the lesson formal assessment question might be, when is it an appropriate time to take a shot at the target? It's not realistic to have the entire class discuss a formal assessment question such as it as it will take up a lot of your class time if you required that every student respond. However, with Google Classroom, you can have students answer on their own, even during transition time like lining up.

Submitted by True Vang, Eau Claire School District,  
WHPE NW District VP

## Mark Your Calendar

On October 24-26, 2018 the WHPE Convention will again be held at the Wilderness Resort/Glacier Canyon Lodge, Wisconsin Dells. Check out our website [www.whpe.us](http://www.whpe.us) for registration materials, hotel reservation information, featured presenter bios and the latest convention schedule.

## Yard Games ... All Age Groups

The following 8 yard games can be made or improvised with equipment you already have. Games can be played in the gym or outside. Games can be adapted for all age groups and abilities. I included websites for setup and rules.



- 1. 4 Square**  
<http://www.squarefour.org/rules>
- 2. Giant Jenga**  
<https://abeautifulmess.com/2013/08/make-this-giant-jenga.html>
- 3. Lawn Twister or Giant Twister Board**  
<https://www.onegoodthingbyjillee.com/2014/07/lawn-twister-creative-family-reunion-ideas.html>  
[https://store.schoolspecialty.com/OA\\_HTML/ibeCCtpltmDspRte.jsp?minisite=10206&item=1829660](https://store.schoolspecialty.com/OA_HTML/ibeCCtpltmDspRte.jsp?minisite=10206&item=1829660)
- 4. Bean Bag Ladder Toss**  
<https://www.landeeseelandeedo.com/summer-activity-idea-cousin-carnival>
- 5. Ring Toss-use deck rings and cones; instead of cones use a partner's arm**  
<http://www.pegames.org/weekly-challenges/ring-toss-how-many>
- 6. Giant Kerplunk-I used a portable basketball hoop, wooden dowels, plastic balls**  
<http://www.designdazzle.com/make-a-giant-outdoor-kerplunk-game-from-tomato-cages/>
- 7. Floor Shuffleboard**  
<http://www.domsports.com/pdfs/English%20Shuffleboard%20Rules.pdf>
- 8. Bean Bag Toss**  
<https://www.diynetwork.com/how-to/outdoors/structures/how-to-build-a-regulation-cornhole-set>

Submitted by Tammie Fick, Shullsburg School District, WHPE  
SW District Coordinator

## Membership Increase

As of July 1, 2018 there will be an increase in WHPE membership dues. With a desire to continue excellent programming and membership services and in light of a significant decrease in income from outside sources, the WHPE Board of Directors voted to increase membership. Professional membership will increase to \$80;

Associate Membership \$80; Student Membership \$35 and Lifetime Membership \$600.

# MIDDLE // SECONDARY PE TEACHING IDEAS

## Using Assessments to Reach Objectives while Preserving Activity Time

Implementing assessments, while preserving activity time at the high school level, can be a moral struggle for teachers. While attending the SHAPE Convention in March, I was able to see a strategy in action that utilizes peer assessment to promote learning while protecting activity time. Two teachers from Carbondale, Illinois (Krystal Emrick & Michelle Thomas) shared how “circles” have allowed them to gather valuable assessment data, increase the opportunity for learning, foster leadership and peer-interaction, and achieve the activity goals of their program.

Teachers are inundated with many tasks at the beginning of class from taking attendance to dress and locker room issues; the institution of “circles” has allowed for learning to begin before the teacher enters the gym. Students enter the gym and find their “circle,” while the captain of each “circle” grabs a stack of colored folders and begins the peer assessment. This assessment consists of a checklist regarding the cognitive concepts and psychomotor skills learned in the previous class. As the checklist is performed, the students in each group receive feedback, from their captain, on their progress toward the learning objectives. The checklist provides the teacher with a formative assessment of student learning before class begins.

Quickly, the folders are down and the warm-up activity has all students engaged in movement. Following the warm-up, the teacher presents the learning objective and teaches the concepts and skills for the day. With a partner from their “circle,” pairs use a cue sheet from their folder to practice the skills and provide peer feedback.

When each partner group has completed the practice activities and peer assessments, they can move onto the application activity. This small-to-large group activity allows the students to apply the new skills and concepts. During the activity, the teacher will perform informal assessments, provide feedback, and pull aside students who need more time mastering the skill.

As no surprise to the students, the summative assessment evaluates the concepts and skills presented throughout the unit. Students have had multiple opportunities to learn and engage with the content of their folders throughout each day of the unit. Formative assessments along the way have indicated their progress toward the learning objectives. Students who have not mastered the concepts or skills are aware of their progress and have the opportunity to take their folder home to study and practice.

Using “circles” in physical education is one strategy for implementing peer-assessment as a formative tool to promote learning without sacrificing activity time. If you are not ready to dive right into a comprehensive unit strategy such as this one, start small. Take one skill, from your next unit, and create a tool for peer-assessment. With the proper tool and guidance, your students will have an opportunity to provide more feedback than you ever could.

*Submitted by Rebekah Johnson, Assistant Professor at Carthage College*

## RAINBOW SCORING SYSTEM:

This scoring system could work for many grade levels and can be used in a variety of small-sided invasion games (team sports). Let’s say you are playing ultimate frisbee and have teams of 6 on 6. Explain to your students that the first person to catch a scoring pass for their team in the endzone is worth 1 point and any time that teammate scores it is always worth 1 point. The next person on that same team to score will be awarded 2 points and any future touchdowns caught by them will also always be worth 2 points. The third player to catch a scoring pass on that same team will be awarded 3 points and each time they score their team will receive 3 points, etc. This scoring system promotes communication, critical thinking skills, and inclusion strategies.

## Knot Now - Adventure Education Activity

**Organization:** Lay a long rope out on the floor. Have each group member grab the rope with both hands. Have all students space out an equal distance from each other.

**Challenge:** Ask the group to tie a simple overhand knot in the middle of the rope. Group members may not let go of the rope and must continue holding onto the rope at the spot they first grabbed it. (variations: tie other types of knots)

**Debrief -** Do you have things happen in your daily life that tend to entangle you? What strategies could you use to free yourself?

*Source: Project Adventure*

*Submitted by Maureen Vorwald, WHPE  
President-Elect Platteville High School*

## Hula hoop lower basketball hoop 2/1/18

Shared by Katie McGowan Reuss on FB. Hula hoop, three carabiners, 3 zip ties, and 3 Chinese jump ropes...Modified Basketball hoop. Would be great for scooter basketball too!



## 12 sided dice

Are you looking to provide more choice in warm up activities? These foam 12 sided dice, available at Five Below for \$3 each, (everything is \$5



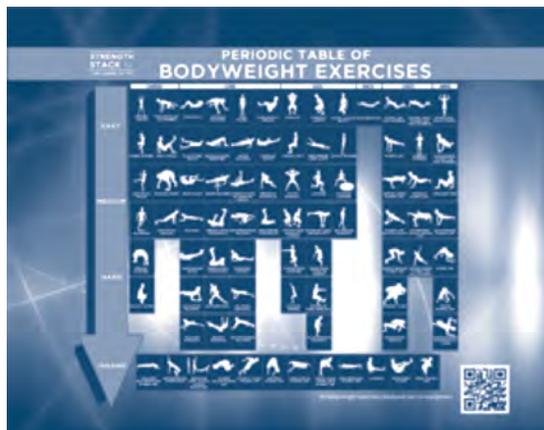
or below) provide a variety of options to complete. You can add more choice by creating additional ideas for each side of the dice - scan the QR code to view a copy of document full of ideas or enter this URL into your web browser: [bit.ly/12sideddicecopy](https://bit.ly/12sideddicecopy). Simply make your own copy and edit to suit your student’s needs. No Five Below store near you? You could look for 12 sided dice with numbers on them and link each number to an activity or use a regular dice and have multiple options for each number e.g. if you roll a 1, you can choose from 10 burpees, chair yoga pose, 10 passes on the move with a soccer ball, or side skip across the activity area and back. You can link choices to current learning objectives, components of fitness, planes of movement all while allowing your students to make choices about their activities.



## 3000 Rep challenge



Are you looking for a cooperative activity challenge? Try the 3000 rep challenge! Split your class into groups of 4 (or more if you choose - it will make the challenge easier to complete) to complete the activities listed on the sheet. Each group will decide how to split up each task among the group so that everyone completes a part of it - they may choose to split it equally or have one or more group members complete more or less or a task. Use the link or QR code to make your own copy of the 3000 rep change so you can edit it to suit your students needs: [bit.ly/3000rep](http://bit.ly/3000rep)



### *The Periodic Table of Exercises for every piece of equipment you might have*

If you are looking for more movement ideas for your students to use check out <http://strength.stack52.com/periodic-table-of-bodyweight-exercises/> Strength Stack 52 have periodic tables of exercises for bodyweight, kettlebell, dumbbell, exercise ball, TRX and more with video examples of each movement linked through the table.

Shared by Jo Bailey, DC Everest High School  
WHPE Past President



# TEACHING APE - You Are Not On an Island

Have you ever been in this situation: You are the adapted physical educator for your school district and have tried many different strategies to improve the movement/fitness/community recreational skills for your students but seem to have run out of answers? Additionally, you may be the only instructor servicing students with disabilities (SWD) in physical education in your district and feel as if there are not a lot of other teachers to bounce ideas off. Where or who can you turn to for inspiration or for the answers to your questions? Here's some advice if this sounds like you; remember that you are not on an island. Although it may seem that you are alone at times in the work that you do, there are some excellent people and resources you can rely on to be part of your team. Below are some suggestions for connecting with others in the field of APE.

**PT/OT/Speech and Language** – Working alongside other members of the “motor team” can be a great benefit to not only the student, but also to the team members. Although each member will have their only specific area of instruction, taking a collaborative approach and working with other professionals can help spur new ideas and approaches to improving gross and fine motor skills for SWD.

**Conferences** – Attending a conference is beneficial for not only professional development, but also the networking that can occur among your peers. I know I am always excited to attend the WHPE conference to catch up with fellow APE teachers and learn about what they are doing in their programs. The ideas and inspiration taken from colleagues help create a sense of community and improve the overall quality of your program.

**WHPE website** – If you are looking to connect with organizations that provide physical activity, sporting and recreational programming for SWD within our state, teachers can utilize the Wisconsin Adapted Physical Activity Resource Directory located under the “Resources” tab on the WHPE website.

**NCHPAD.org** – The National Center on Health, Physical Activity and Disability website is a great resource for anyone who works with individuals with disabilities. Included on this site is a section specifically for educators that includes lesson ideas, helpful videos and articles.

**Adapted PE Specialists** – There are many opportunities to connect through social media with other APE instructors. One specific Facebook group is “Adapted PE Specialists”. Whether you have a quick question about service delivery, IEP goals and objectives, equipment, etc... or want to share a feel good story, this group will get you in touch with like-minded teachers.

**SHAPE APA/E list serve** – If you are a member of SHAPE America, you can sign up to be part of the APA/E list serve that will connect you to APE professionals from around the nation. You will receive a daily email with the latest questions and responses. We all got into this profession to improve the lives of our students and teach them skills to be lifelong movers. At times, especially when you are the only APE teacher in your district, having another person to reach out who understands your concerns is a tough task. Just remember that you are not on an island – there are many teachers, resources and opportunities to connect with other dedicated teachers.

Tim Swenson, WHPE VP of APE  
Assistant Professor – UW-Platteville [swensont@uwplatt.edu](mailto:swensont@uwplatt.edu)

# “Culturally Relevant Curricula”

## Culturally Responsive Health and Physical Education

– Dan Timm

As we continue our discussion of culturally responsive health and physical education, we come to a new topic area – culturally relevant curricula. Three types of curricula exist: formal, societal, and symbolic (Gay, 2010). We will talk about formal curriculum today and how we can Build Strong Connections with students.

In the past, a curriculum tended to be monocultural, focusing on the dominant cultural. Students from other cultures were expected to just “fit in.” If teachers want all students to be as successful as possible, a school’s curriculum needs to Engage students by building a cultural learning community. With student demographics continually becoming more diverse, students from cultures other than the dominant cultures need to be represented in the school’s curriculum.

A school’s formal curriculum is the curriculum that has been established and is followed to educate students. Some of you will have input in designing your school’s curriculum. This is an opportunity to Advocate and make the curriculum culturally responsive to all students.

In reviewing a curriculum for cultural responsiveness, one area to examine is materials used in classes. People portrayed in these materials should be diverse in race/ethnicity, age, gender, social



class, religion, place, and ability. Also, the representation should be an accurate portrayal of people today, not from the past. Students should be able to view class materials and see their culture represented. Seeing only a dominant culture represented obviously sends a message to students.

What should a culturally responsive physical education curriculum look like? Activities should be from different cultures and different places. Activities that are considered to be cultural can easily be infused into an existing curriculum. Numerous sources are available in print or online with cultural games and activities. If activities favoring boys or girls are part of the curriculum, a fair representation of those activities should be included.



In developing a cultural knowledge base (WHPE Newsletter, Spring, 2015), a teacher may become aware of specific health or physical activity concerns within a culture. Through a culturally relevant curriculum, learning activities and physical activities can be implemented that help Educate students to address those respective concerns. Doing so builds pedagogical bridges that connect content to students’ lives.

**Next time, we’ll discuss societal and symbolic curricula.**

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice (2nd ed.)*. New York, NY: Teachers College Press



## College/University News

**Dan Timm, Division Vice President**

Happy spring, everyone! I am watching the Milwaukee Brewers play their third game of the season as I write this, so spring has

“officially” arrived.

In January, I had an opportunity to represent WHPE at the Wisconsin Association of School Boards Convention. This was my first opportunity to attend the WASB Convention. Drawing from my days as a college coach and recruiting players, I educated convention attendees about WHPE, and quality health and physical education instruction.

Also in January, Nicole Popowich and I updated the college/university membership list. Thank you, Nicole! We now have an updated list of members in higher education from which to work.

One of the designated college/university sessions at the 2017 WHPE Convention was the Lunch and Learn Round Table. Although lively and informative discussion took place, there

wasn’t adequate time to address all items on the agenda. College/university members engaged in online discussions in February and March to address the remaining agenda items on the new SHAPE America Beginning Teacher Standards and community partnerships.

Numerous college/university members submitted presentation or poster proposals for the 2018 WHPE Convention. Members are looking forward to sharing their knowledge and events on campus.

Membership is an entity that drives many professional organizations. As part of the WHPE Membership Committee, I reached out this winter to individuals’ whose membership expired in 2017, advocating WHPE’s member benefits. I will continue reaching out to folks whose membership has expired and encourage all of you to advocate for WHPE with people you know.

# Ideas for your Health Classroom...

## Health Posters

Are you looking for some posters to decorate your classroom? Andy Milne from IL (he was a featured presenter at WHPE in 2016 and 2017) has made 21 health posters using Canva (you can use it online or in their Canva app) and is sharing them for free! Check out the posters here: [bit.ly/HealthPosters](http://bit.ly/HealthPosters)



## Can You Just Not?

We all know teen brains are wired to participate in reckless and risky behaviors more often than adults. Here is your chance for students to influence their peers to make good decisions! Please use caution when assigning this project and feel free to modify to meet the needs of your specific age group.



**Students:** Your job is to create a one sheet, typed/digital sign, asking your friends, "Can You Just Not?" You will be assigned one Risky Behavior and/or Teen Challenge that teens are currently participating in that is causing them harm. Please research your topic and gather information to put onto your sign. You can use: Canva.com, Adobe Spark's poster maker, Google Drawing, or <https://www.postermywall.com/index.php/g/educational-posters>

**Your sign must include the following; each worth 2 points:**

1. Heading - Name of the Risky Behavior or Teen Challenge.
2. A short 50-100 word description of what the RB or TC is.
3. A list of 5 or more consequences from participating in this RB or TC.
4. A picture that helps illustrate the RB or TC.
5. Statistics including number of teens attempting, injured, ER visits, and/or death.
6. A short 'ask' or 'plea' or 'warning' from you. ("Can You Just Not?")

7. A photo of you in the upper left or right corner.
8. Poster must be: neat, free from spelling errors, have color.

## Dangerous Risk Behaviors/Teen Challenges

- |                        |                                     |
|------------------------|-------------------------------------|
| 1. Duct Tape Challenge | 13. Blue Whale Challenge            |
| 2. Cinnamon Challenge  | 14. Kylie Lip Challenge             |
| 3. Choking Game        | 15. Hot Pepper Challenge            |
| 4. Car Surfing         | 16. Getting Drunk on Hand Sanitizer |
| 5. Salt and Ice        | 17. Fire Challenge                  |
| 6. Trunking            | 18. The Eraser Challenge            |
| 7. Vampire Biting      | 19. Hot Water Challenge             |
| 8. ChatRoulette        | 20. 48 Hour Challenge               |
| 9. Condom Snorting     | 21. Tide Pod Challenge              |
| 10. I-dosing           | 22. Sharpie Shock Challenge         |
| 11. Purple Drank       |                                     |
| 12. Planking           |                                     |

Submitted by Pam Klein, Deerfield High School, WHPE High School Division VP

## 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](mailto:whpe@uwlax.edu)

# Feature a Teacher

– Jan Kunert and Tammie Fick

Do you know a teacher that deserves the spotlight? We are looking to feature teachers that go above and beyond their call of duty. Below is a list of criteria we feel would meet that mark. If you would like to nominate someone, provide examples of the criteria and send to [tfick@shullsburg.k12.wi.us](mailto:tfick@shullsburg.k12.wi.us)

Name:

School:

Level taught:

- A. Innovative/Creative
- B. Contributes to MVPA/50 Million Strong goal
- C. Uses standards/assessments
- D. Promotes advocacy
- E. Illustrates leadership/service
- F. Infuses technology

## Alicia Bethke ... Feature Teacher



Hello, I am Alicia Bethke, Elementary Physical Education and Adaptive Physical Education teacher at Augusta Elementary School. I received my Bachelor's Degree in Physical Education with an Adaptive Physical Education Concentration from UW – La Crosse in 2005, Master in Education from Saint Mary's University, Minnesota in 2010. I've been teaching for 13

years, 3 years at John Muir Middle School in Wausau and 10 years here in Augusta.

One of my passions as a physical educator is to get students to enjoy being lifelong movers. In order to achieve this goal I work to build relationships with all students while exposing them to the world of physical activity. My mission is to utilize my resources to the best of my ability to keep my lessons innovative and creative so all students are engaged learners. I utilize technology into my teaching to assess student learning and allow for peer-assessments to take place. Plickers, pedometers and the video delay app are just a few forms of assessments I implement to motivate my students to being moderately to vigorously physically active in class.



With the support of my Principal and funding from a Healthy Schools Grant our district was able to purchase snowshoes and DrumFIT equipment on top of the pedometers and technology that is currently incorporated for assessments. These physical activities have allowed our students in our small school to be exposed to physical activity in a way they might not otherwise experience.





# 50 Million Stronger Together and Lunch N Learn Back for Year Two

After having embraced the SHAPE '50 Million' initiative last school year with success at the Sheboygan Early Learning Center Pre K school, Kris Fritz continues to advocate for physical and nutrition literacy. Her 50 Million 'Stronger together' project where neighboring South High students are paired with Pre K's during their 'gym' time has returned by direct request of one of last year's South volunteers. The PE Buddies, as they are known, come to ELC to help 4 year olds learn basic skills, engage in positive behaviors and have fun while learning in PE.

The volunteers were solicited with the help of South PE teacher and WHPE member, Peter Toutenhoofd and they come on Tuesdays. St Nicholas HS Hospital community outreach provided T-shirts for all participants. The program has allowed for the special development of on-going personal relationships between the 4 year olds and their PE Buddies - so much so, that children, parents and 'buddies' have interacted within the community outside of school. "Play, Learn & Grow" has resulted for all involved.

During the month of March, Ms. Kris undertook 'Lunch N Learn' where she has gone into a Head Start classroom to present the My Plate and other concepts such as hand washing, table manners and 'make a difference' by helping to set up or clean up after the meal. Children were rewarded with stickers, the opportunity to 'Try a New Food', the Two Bites book that describes being open to trying new foods. Children constructed and colored personal My Plates and were given certificates of completion indicating new learning acquired during 'Lunch N Learn'.



## WHPE and FUTP60 Team Up to Promote Wellness

On March 8th, several WHPE members worked together with FUTP60 at the Wisconsin School Wellness Summit to present on "Teaching Nutrition in PE." Jackie Clark, Meghann Green, and Tim Mueller shared many ideas that incorporate nutrition into the curriculum through exciting movement activities and games.



# Jump Rope and Hoops for Heart

Check out the **FREE** New resources for JRFH/HFH on SHAPE America website

## 6 Steps for a Successful Jump Rope For Heart/Hoops For Heart Event

Planning your event? It doesn't take much time or effort to put together a worthwhile JRFH or HFH event. Tailor your event to your school size and schedule! Events can be as simple as lesson plans incorporated into your jump roping or basketball unit, or can grow to be community-wide events.

We've got you covered with resources and tips These tools provide you with everything you need from getting top-level support to raising funds online and more.

[http://portal.shapeamerica.org/events/6\\_Steps\\_for\\_a\\_successful\\_JRFH-HFH\\_Event.aspx](http://portal.shapeamerica.org/events/6_Steps_for_a_successful_JRFH-HFH_Event.aspx)

## JUMP! For FREE Membership in SHAPE America

Raise \$2,000 or more through a Jump Rope For Heart or Hoops For Heart event at your school and receive a FREE one-year JUMP membership to SHAPE America! SHAPE America is a founding partner of the the Jump Rope For Heart/Hoops For Heart programs and the nation's largest membership organization of health and physical education professionals. By joining SHAPE America, you'll receive benefits and tools to help your career and support the profession. Empower yourself to shape health, habits, policy and programs all year!

Keep an eye on your email. You will receive an email from American Heart Association with a special code you can use to sign up for your membership.

<b>STEP 01</b> Registration & Planning	<ul style="list-style-type: none"><li>Sign up online and meet your Youth Market Director</li><li>Make it a whole school-community event</li><li>Gain support from administration &amp; staff</li></ul>	<b>Resources</b> <ul style="list-style-type: none"><li>National Standards for Physical Education Alignment</li><li>Supplemental GSA</li><li>State JRFH/HFH Leader Contact List</li></ul>
<b>STEP 02</b> Online Fundraising	<ul style="list-style-type: none"><li>Learn how to use and customize your school page</li><li>Create incentives to encourage students to register</li><li>Create lesson plans to coincide with a classroom demo</li></ul>	<b>Resources</b> <ul style="list-style-type: none"><li>Benefits of Online Fundraising</li><li>Guide to Online Fundraising</li><li>How to Take the E-Card Challenge</li><li>Fundraising &amp; Incentive Ideas</li></ul>
<b>STEP 03</b> Event Kick-off	<ul style="list-style-type: none"><li>Distribute the envelopes and show the DVD</li><li>Send home parent letters and online directions</li><li>Host kick-off assemblies to create excitement!</li></ul>	<b>Resources</b> <ul style="list-style-type: none"><li>Event Parent Letter</li><li>The Pulse</li><li>Kick-Off Meas</li><li>Kick-off Assembly Ideas</li></ul>
<b>STEP 04</b> Promote Your Event	<ul style="list-style-type: none"><li>Share fun heart facts during morning announcements</li><li>Create a memory wall</li><li>Share survivor stories or recognize Heart Heroes in your school</li></ul>	<b>Resources</b> <ul style="list-style-type: none"><li>"In Memory" JUMP / HOOPS Template</li><li>"In Honor" JUMP / HOOPS Template</li><li>"Heart Hero" JUMP / HOOPS Template</li><li>Ways to Promote your Event</li></ul>
<b>STEP 05</b> Have Your Event and Have a Blast!	<ul style="list-style-type: none"><li>Finalize logistics: music, equipment and stations</li><li>Make your event inclusive and fun for everybody</li><li>Send reminder to staff, parents and volunteers</li></ul>	<b>Resources</b> <ul style="list-style-type: none"><li>Standards Based Zoo Crew Activities</li><li>JRFH/HFH Event Ideas</li><li>JRFH Station Ideas / HFH Station Ideas</li><li>Adapted Jump Roping Ideas</li><li>Wheelchair Basketball</li></ul>
<b>STEP 06</b> Wrap Up Your Event	<ul style="list-style-type: none"><li>Collect envelopes, count donations &amp; order thank you gifts</li><li>Thank and congratulate student body, staff &amp; volunteers</li><li>Reward and follow through on incentive plans</li></ul>	<b>Resources</b> <ul style="list-style-type: none"><li>Collection Tips &amp; Reminders</li><li>JRFH / HFH Banking Form</li><li>JRFH / HFH Adm? Money/GR Order Form</li><li>JRFH / HFH Participant Certificate</li><li>Share Tips, Ideas &amp; Successes</li></ul>



**American Heart Association**  
life is why™

**JUMP! FOR HEART**

**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](http://heart.org/jump) to get your school involved.

**It Takes Heart to be a Hero**

**SHAPE America** SOCIETY OF HEALTH AND PHYSICAL EDUCATORS®  
health. moves. minds.  
SHAPE America is a proud program partner of Jump Rope For Heart.

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

## **JUMP! For Complimentary 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 complimentary 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!

## **JRFH/HFH Community**

SHAPE America Open up the Exchange for JRFH/HFH coordinators. Jump on the site, ask questions, collaborate with others to up your practice. Find hacks that will help you make your next event even smoother. Check it out. Go to [SHAPEAmerica.com](http://SHAPEAmerica.com) drop down to the bottom of the page and click on EXCHANGE.

## **Highlighting resources available on the SHAPE America.com JRFH/HFH link**

### **Build a Heart Healthy School:**

1. Reinforce Smart Health Habits with the Scare Squad. Hot linked healthy messages and activities related to each Scare Squad critter.
2. Activity calendars. February featured an interactive fun-fact movement calendar. Several calendars are available in the toolbox to meet the needs of your school community.
3. Case Studies: Heart-Healthy Connections Through Technology & Personalized Learning.
4. Connect to the THE PULSE newsletter
5. On demand Webinars. Check out the latest webinar: Mastering Single Rope Skills.
6. Listen to SHAPE America podcast on JRFH/HFH. A two part series talking about the WHY and how of a JRFH/HFH event.

## **WHPE JRFH/HFH Task Force members working for You!**

A Huge thank you to the WHPE JRFH/HFH Task Force members. This group of people can work with you to help gather information or ideas regarding your event. If you have a question or need some direction, please contact either myself or one of these TaskForce members.

Cory Schwartz	Lisa Larsen
Sandy Hagenbach	Katie Mulloy
Jackie Clark	Karen Albert
Wendy Monson	

As I reflect on the work we do as JRFH/HFH coordinators, I am thinking of the hours of volunteer work it takes to make an event a success for your community; I want to thank you for your time, effort and passion. You make a difference in so many lives. Thank you for your commitment to JRFH/HFH here in WI. You all are difference makers!

**Penny Kroening**  
**WI JRFH/HFH State Coordinator**

The graphic features the American Heart Association logo (a heart with a torch) and the Hoops For Heart logo (a basketball hoop). Below the logos is the slogan "life is why™". The main text describes Hoops For Heart as a national education and fundraising event created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. It lists benefits for students, such as learning basketball skills, physical activity, and healthy eating. It also mentions that millions of students have joined the event to fight heart disease and stroke. The text concludes with a call to action: "Call 1-800-AHA-USA1 or visit [heart.org/hoops](http://heart.org/hoops) to get your school involved." At the bottom, there is a silhouette of a person holding a basketball, and the text "We Jump. We Shoot. We Save!" is written in a stylized font. The SHAPE America logo and "health. moves. minds." are also present.



# Best Practices in Health and Physical Education Academy 2018

Save these dates!  
**July 24–26, 2018**  
at UW-Stevens Point

## Keynote Presentations

**Changing how we keep score:**

***It's not always about the number***

Aaron Beighle, Ph.D. Professor,  
Department of Kinesiology and Health  
Promotion, University of Kentucky

**A four-letter word that can create big  
changes in your practice**

Doug Hallberg, National Middle School  
Physical Education Teacher of the Year  
Award by SHAPE America



## Sessions Topics

### Physical Education:

- Adapted PE
- Program Funding
- Completing SLOs
- Dance
- Scaffolding, Assessing and Fitness
- Using the Grid

### Health Education:

- Skill-Based Health
- LGBTQ
- Human/Sex Trafficking
- ESSA & Advocacy
- Tobacco/Vaping
- Using YRBS and School Profile Data

## Preconference Options - July 24

### Physical Education:

- OPEN (Online Physical Education Network)
- Presenter: Scott Williams, 2013 Virginia Teacher of the Year and elementary teacher extraordinaire

### Health Education:

- Making the Shift to Skill-Based Health
- Presenters: Holly Alperin and Sarah Benes, authors of Essential of Teaching Health Education, along with the Wisconsin Health Cadre

**Register today!**

## Sponsors



Continuing Education and Outreach  
University of Wisconsin-Stevens Point



[www.uwsp.edu/conted/ConfWrkShp/Pages/Best-Practices-in-PE-Health.aspx](http://www.uwsp.edu/conted/ConfWrkShp/Pages/Best-Practices-in-PE-Health.aspx)

## Community Partnerships - Erin School Partners With Erin Hills Golf Course

The elementary students at Erin School were excited to receive and unpack their boxes of modified golf equipment from The First Tee. This golf package was donated to Erin School by Erin Hills Golf Course in an effort to introduce more children to the sport of golf. Included in the equipment package were clubs, balls, and targets, as well as a curriculum aligned with the SHAPE National Standards. The curriculum not only teaches golf skills, but also character education and healthy habits. To learn more about this exciting golf program, visit [www.TheFirstTee.org](http://www.TheFirstTee.org)



## Active Students are Better Learners

The summer is a time to recharge and perhaps find some ideas to add to your teaching toolbox for next year. If you are looking for more ways to help your classroom teacher colleagues get your students more active, there are some new opportunities available. Mike Kuczala, well known expert and author, now has graduate level courses available in the area of kinesthetic classroom. Go to the following link for more information:

<http://www.mikekuczala.com/graduate-education-courses.html>

Please share this with any of your colleagues that are interested in learning more about creating kinesthetic classrooms, and have an outstanding summer!

*Ken Smith, Wausau School District*

### Congratulations to the 2018 Grants Recipients

- ▶ Operation Recreation, Coon Valley Elementary School
- ▶ Net, Paddle, Racquet Equipment, Blair Elementary, Waukesha
- ▶ Spooner Middle School HRMs, Spooner Middle School
- ▶ Projector Project, Hemlock Creek Elementary, West DePere
- ▶ Winners Wear Helmets, Milwaukee Public Schools
- ▶ Let's Play Pickleball, Kaukauna Recreation Department



**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, 2019. You may contact is WHPE office for more information or check out the grant guidelines on the WHPE web page at [www.whpe.us](http://www.whpe.us)

# *A Member We Will Miss*

**Donald Brault**, age 90, of Mt. Horeb, WI., died on Wednesday, March 28, 2018. Donald was the President of WAHPERD (now WHPE) from 1962-63 and was awarded the Life membership award in 1987. After serving in the military, he enrolled in the University of Wisconsin-Madison, earning his bachelor and master degrees in physical education and health education and completed three years of advanced study in school administration. After graduation Don began a life-long teaching career; beginning at the newly created South Shore School District, Port Wing, WI. Don has always been a risk taker. One amazing example occurred during his first job. There, he took the least athletic of the high school students, and formed a gymnastics club with them. To highlight their achievements, he produced twice yearly "Circuses." Among the "acts" in their circuses, the most popular were the high wire, trapeze style acts. These acts were performed from the heights of telephone poles, with NO nets for protection! Those were the days!



He subsequently was appointed as the first supervisor for physical education and health in the Milwaukee County Superintendent of School's office, serving for ten years before moving in 1966 to take a similar administrative position in the Madison Metropolitan School District, retiring in 1987. His tenure with MMSD was one characterized by innovation, evaluation, and expansion. Working with staff, new, more comprehensive K-12 physical education programs were installed with features allowing students to test out of the program. Don served as the district's first administrator to coordinate the district's legal requirements to gain compliance with the new federal mandates for sexual equality in all school programs, including athletics. Teaching by example was a mainstay to his philosophy for working with students and staff.



## **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:

**Nicole Popowich**  
**145 Mitchell Hall • UW-La Crosse**  
**1725 State St. • La Crosse, WI 54601**  
**800-441-4568; 608-785-8175**  
**[npopowich@uwlax.edu](mailto:npopowich@uwlax.edu)**

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.



# PE Teacher Ortiz Earns National Board Certification

Delavan-Darien Physical Education Teacher, Sandee Ortiz was one of 126 Wisconsin teachers to have earned national certification through the National Board for Professional Teaching Standards this January 2018. Ortiz is now one of 1,257 Wisconsin teachers who have earned the voluntary, performance-based credential in their careers.

Nationally, Ortiz is one of 5,470 new National Board Certified Teachers, joining a growing community that's now more than 118,000 strong across all 50 states. Each of these accomplished educators earned the profession's highest mark of achievement through a rigorous, performance-based, peer-review process, demonstrating their proven impact on student learning and achievement.

"The process of going through the National Boards was transformative and the best decision I have ever made in my professional career as an educator," Ortiz said. "It has improved my teaching practices and allowed me to become an advocate in the field of education."

***Delavan-Darien School District Website***



## Newsletter - You've Read It; Now What?

—Pam Klein - HS Division VP

WHPE takes great pride in our member newsletter and we want to help you make the most of this publication! In an effort to better advocate for our profession and provide others with ideas on how to help children lead healthier, more physically active lives, consider trying one of the following:

- Cut out an article from the newsletter and mail it to the author, thanking them for sharing their ideas. In the picture above, you can see how Chet Bradley, former DPI Health and Physical Education Consultant, did just this! Chet is a Lifetime WHPE Member who took time to congratulate me on my article submission and I can't express how much this gesture meant.
- Leave your copy in the Teacher's Lounge. Even if just one person picks it up, reads through it, and finds one Active Classroom idea to integrate into their teaching, it's a win!
- Is everyone in your department or teaches PE and Health in your district a WHPE member? If not, consider sharing your newsletter and attaching a little note that says, "Would love to tell you more about WHPE and the benefits to being a member. Enjoy this quarter's edition!"
- If you submitted an article, think about whether you can use this publication to earn Professional Development Hours or Certified Professional Development Points. Being published is an honor and there are districts who may reward you for your efforts and this accomplishment. Use this quality, easy to read, professional looking publication to your advantage.
- "Hey Mom, get the camera!" Share your work with family members. Even though I'm 44 years old, my mom still enjoys reading about what I do professionally. I've gotten into the habit of forwarding the digital newsletter to my mom. She not only feels pride seeing her daughter's work in print, but also appreciates reading about what other educators are doing across the state to improve the Health and Wellness of our youth.



# “Telling Our Story” – Dodgeball is NOT Physical Education

WHPE members advocated for quality HPE programs in schools during the 97th State Education convention (WASB –WASDA –WASBO) January 17 – 19, 2018 in Milwaukee. CEO, Keith Bakken; Past President, Doug Kane; Secretary, Jan Kunert and BOD member, Dan Timm staffed the informational booth in the Exhibits Hall where they interacted with School Board Members and District Administrators delivering a message pertaining to Quality Health and PE programs and addressing participant questions. They were assisted by Kris Fritz, Past President; Karen Petermann, 2017 SHAPE Elementary TOY and Maureen Vorwald, President- elect.

On Thursday afternoon, Kris, Karen and Maureen were joined by Tim Mueller, FUTP60 liaison/ Midwest Middle School TOY and about a dozen of his Erin School FUTP60 students who acted as demonstrators for the group’s joint session entitled, “Telling Our Story” – Dodgeball is NOT Physical Education”.

Jan Kunert moderated, introducing ‘Essential Components of Quality PE and Health via a short group generated power point that highlighted:

- Policy & Environment
- Curriculum
- Appropriate Practice
- Student Assessment

Following the power point, attendees were given an opportunity to get up and move with the student demonstrators and presenters while experiencing Pre K – High School level activities linking activities and concepts to help students reach the SHAPE 50 Million STRONG goal by 2029 that relates to the aforementioned four essential components. Maureen and Karen engaged those who remained seated into chair activity helping all to experience positive interactive physical activity.

In summary, it was suggested to the audience that what they had seen and experienced was much better than dodgeball and offered more appropriate physical activity learning while also connecting to the whole school curriculum with such things as: letter recognition, language & math development and positive behavior acquisition skill building while having fun. Participant smiles, thumbs up and positive comments expressed during the Q & A session affirmed this message and reinforced what Quality Health and PE should look like. One unnamed Administrator expressed ‘thanks’ for receiving the SHAPE Administrator Observation Check List, indicating: “This is good stuff & I will share with my staff!”

WHPE is grateful to all members who helped make WHPE participation in WASB 2018 successful. We wish to especially thank & acknowledge, Laura Wilford, WI Dairy Council Director/ FUTP60, for her sponsorship and for attending the break out session and engaging with WHPE. WHPE is again indebted to the students from Erin School who served as demonstrators and added energy to the session.





# Technology Corner:

## [onlineboxingtimer.com](http://onlineboxingtimer.com)

I use the online boxing timer to pace circuit workouts and other activities during class. It's free to use and the numbers are big enough for students to see on a laptop or iPad screen. I also love that the screen is green while the students work and red when it's time to stop. This timer works great for Tabata warmups and workouts.

– Submitted by John Walesewicz, VP Future Professionals, UW Madison



## <http://www.changetochill.org/>

Learn easy ways to chill and achieve balance in your life. Take the stress factor quiz and you will learn where your stress is coming from, what's causing it, and how you can change to chill.

## <https://amaze.org/>

Amaze is a website that gives teachers short animated videos for human growth and development and relationships.



## The [Daily Wonder App](http://www.penguinrandomhouse.com) by R. J. Palacio - Penguin Random House

[www.penguinrandomhouse.com](http://www.penguinrandomhouse.com)

The Daily Wonder App is a free daily affirmation app that provides a precept for each day of the year celebrating goodness and strength. Based on the book 365...

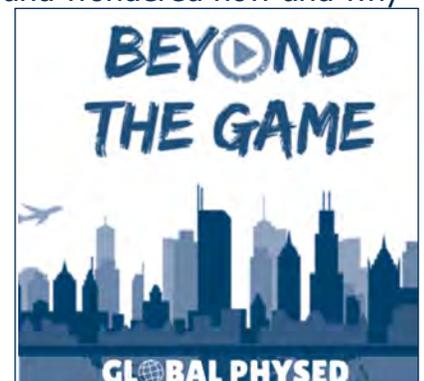
– Submitted by Mary Wentland, Lakeland Union High School  
WHPE NE District Coordinator



## Beyond the Game

Have you ever seen a video or picture of an activity posted on social media and wondered how and why the activity was being used? Justin Schleider (@schleiderjustin) has just started a new youtube series where he interviews people who have posted videos or pictures on social media and asks them what the objectives, standards, why's, and assessment criteria were behind the video or picture posted. You can view these video's here: <https://youtu.be/OnBAtTrnet2E> . Whenever we see, hear, or read about ideas posted in any media format (social, print, visual, audio) it is always good practice to think about how it will align with your students, curriculum, learning objectives, and assessments. If it fits, use it. If it doesn't, don't.

– Submitted by Jo Bailey, DC Everest High School, WHPE Past President





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## ***CEO's Report***

A few years ago, I read a book entitled "The Corner Office". In one of the chapters, the author stated that good CEO's have answers but the best CEO's have questions. I will try to follow that advice.

- ▶ What is the value of WHPE to the health and physical education professionals and future professionals in Wisconsin?
- ▶ How will we remain relevant in the future? What is the best way to tell our story?
- ▶ What can we do better?
- ▶ Would you accept an increase in your membership dues?
- ▶ Have you invited an elected official to your classroom? If not, how can I help?
- ▶ Do you feel connected with your Board members? If not, how can I help?
- ▶ How can Nicole and I better serve you?
- ▶ Are we having fun?

Please call anytime. 608-792-1214.  
I look forward to hearing from you.

***Thank you All,  
Keith***

