



WHPE

www.whpe.us

Our mission ...

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

WISCONSIN HEALTH AND PHYSICAL EDUCATION NEWSLETTER

VOLUME 48, ISSUE 2

SPRING 2019



From Your WHPE President: Maureen Vorwald

Greetings! Over the past couple of weeks I had a WHPE Board of Directors meeting followed by the SHAPE America Convention in Tampa. I was fortunate and

humbled to be surrounded by so many awesome WHPE friends and professionals. I sometimes pinch myself that I even get to be a part of it all. **“Better Together”** was an obvious theme at every turn! Be assured you have BOD members advocating for you on the state, district, and national levels. Also, our BOD members bring back the best ideas to share at our convention, on our Facebook page, and in our newsletters.

Membership. First of all, **thank you** for being a WHPE member. That is a choice that you have made and a good one at that! I believe it is good for our souls to be a part of a professional community that shares common goals and resources. If you ever need any resources or support, please reach out to any of our BOD members. All of our contact information is available on our web page. We are here to make our association stronger – **“Better Together.”**

Better Options. Over this past year, we have tried to communicate to you why WHPE no longer has a partnership with the American Heart Association. The majority of the money that was being raised by us was being used for overhead costs not research. For some of us, that seems like a scam we can no longer support. For that reason, WHPE is working hard to establish new partnerships so we can provide you with more options we feel are win-win. SHAPE America just rolled out a program called **health.moves.minds**. This is a program that provides lesson plans and teaching strategies to assist teachers to target social emotional learning. How cool is that? It is hard to imagine a more important topic that impacts student success.

In this service-learning program, your school can keep **50%** of the proceeds in the form of certificates for Gopher equipment or you can make a donation to a local non-profit or your PTO. All I ask is that you consider all options on the table. Some are better than others. We will be providing you more information in the next few months.

Home Stretch. Good luck on finishing strong. Each and every day we make choices that impact student achievement and our own teaching effectiveness. Thank you for making good choices and being strong representatives of your school, community, WHPE, and physical education and health teachers everywhere. No one makes a bigger difference than you! Believe it to achieve it! **Better Together!**

Mark Your Calendar:

**2019 WHPE Convention, October 23-25th
Kalahari Resorts and Conventions**

Check out our website www.whpe.us
for registration materials
Hotel reservation information

[https://book.passkey.com/event/49888574/
owner/57143/home](https://book.passkey.com/event/49888574/owner/57143/home)

Featured presenter bios and
up to date convention presentation schedule

Congratulations to the 2019 WHPE Grant Recipients:

Technology Upgrades for Grades 7-12 in PE Class,
Grant Belisle, St. Croix School District
S.O.A.H.R., Emily Rennie, Sauk Prairie School District
Flips are for Kids, Jake Merrill, West Salem School District
PE MAT-ters, Cindy Birr, Sauk Prairie School District
MTB in PE, Brian Amys, Spooner School District
LUHS Drumfit Initiative, Ryan Heath, Lakeland Union
High School

Notice to all Members.... Expiration of Liability Policy

This is to inform the membership of the Wisconsin Health and Physical Education that the general liability policy through Houston Casualty Company will expire on June 8, 2019. After this date WHPE will no longer carry this liability policy for its membership.

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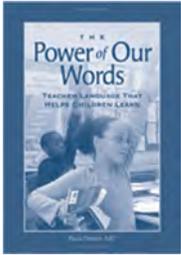
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Books for great reading



The Power of Our Words

By Paula Denton, EdD



Our word choices shape our identity and other's perception of who we are. As an educator, my first audience is the students. Building a relationship with them is critical to establishing a culture of learning. If you genuinely believe that you are an educator whose primary purpose is to build literate individuals who can make positive life

choices, then you have to be more conscious about what you say to your students. Denton (2013) explains that you have to be direct and authentic when speaking to children. How many of us can relate to this phrase, "I like the way that Susie and Timmy are lining up quietly." We typically use this phrase while eyeballing the students who lack self-control. Denton explains that this indirect way of speaking is only conditioning children to behave to please the teacher and does nothing to build their autonomy or their self-control. This indirect way of speaking also creates competition between students as you are making a simple routine like

lining up into something that pins student's against each other. I made this mistake many times in the short eight years of teaching. I know what you are thinking, "what am I suppose to say then if I can't say I like the way so and so lines up or sits?" I guess you'll have to read the book to find out. Remember that we, as adults, want independence and to be trusted to make good decisions about educational practices. If we value autonomy and it is good for education, then autonomy is also good for students. This book teaches you to use words as a tool to help students build self-control and become better learners.

Denton, P. (2007). *The power of our words: teacher language that helps children learn*. Turners Falls, MA: Northeast Foundation for Children, Inc.

Submitted by True Vang, NW District Coordinator
Eau Claire Area School District

Great reads...

Start with **WHY how great leaders inspire everyone to take action** by Simon Sinek

Innovators Mindset by George Couros

Submitted by Shannon Maly, WHPE High School VP
Sun Prairie Area School District



SHAPE America is currently piloting their new service learning program called "Health. Moves. Minds." and it will be ready for schools to participate during the 2019-2020 school year. The UPCOMING August launch of Health. Moves. Minds. was celebrated at the SHAPE America's national convention general session and other sessions in Tampa. BUT YOU CAN REGISTER YOUR SCHOOL NOW. TALK TO YOUR PRINCIPAL AND CONTACT WHPE FOR QUESTIONS. You too can see the catchy rap promotional video at <https://youtu.be/egZNZ5jp4do>.

Inspire healthy habits, fuel active minds, and teach kids to thrive physically and emotionally with this new, flexible service-learning program that students, parents, and the whole community will love!

Top 10 Reasons to participate in Health. Moves. Minds.:

1. You can choose your own physical activity theme like jumping, dance, obstacle course, or 5K to name only a few, and participants can earn a t-shirt for school spirit days.
2. It's a program that starts in physical education but is geared for the whole child, whole school, and whole community.
3. This program has social emotional learning embedded in SHAPE America's national standards-based lessons, activities, and community-building ideas that can help kids live their best lives.
4. SHAPE America provides teacher-friendly, student-friendly, pre-made or editable, and professional looking teacher resources.
5. Program materials are complete for teachers and students in grade bands K-2, 3-5, and 6-8, including 4 lessons each. AND High School is in the works!
6. Your entire district can participate because materials for high school are being developed. High schools still may participate by modifying the K-8 materials or by using the same themes in a spirit week format.
7. Up to 50% of the money raised comes back to your school in the form of a Gopher Sport Gift Card that does not expire. A charity-of-your-choice option is being piloted and more information will be available this summer.
8. You are helping your state and national professional organizations. WHPE can receive 15% back for their state organization
9. It is PE Teacher tested and approved! We have 3 pilot schools in Wisconsin!
10. 2019-2020 is going to be a great year! Wouldn't you like to set the tone of your classes with these four words?
KINDNESS, MINDFULNESS, EMPOWERMENT, and both physical and mental WELLNESS.

WHPE would like coordinators to sign up! Join us as we build a kinder, healthier future for our nation's youth. Sign-up to learn more at www.healthmovesminds.org!

Brenda Erdman, berdman@rsd.k12.wi.us, health.moves.minds pilot school

Keep Dance Alive in Our Schools

By Jackie Clark, WHPE Member at Large
Waupun School District

There are so many ways to incorporate dance into your PE curriculum. If you have 2 left feet, you can still teach dance. There are so many dance videos on youtube that you can just broadcast and your students just follow along. You can incorporate Literature in PE with movement books and practice creative dance with no pattern or right or wrong but challenging students to be creative with their movements. Don't sell yourself short, anyone can teach dance. There are many nights I spent in my living room teaching myself. You will FAIL - but FAIL is just an acronym for Frequent Attempt in Learning! A good teacher will step outside their comfort zone and try something new. While I will be the first to say I am NOT a dancer, I LOVE to teach dance! I have presented at Best Practices and WHPE and have been lucky to have been chosen to present at the Best of the Midwest Conference with Katie Mulloy this summer to share with our fellow teachers in the Midwest District our love to teach dance. We will also be at Best Practices this summer at UW-Stevens Point as well as the WHPE State Convention in October. I have many of my dances on YouTube so feel free to check it out! I would love to be your Virtual Teacher for the day or



help make it easier to Keep Dance Alive in Our Schools!

For 3 years now I have had the privilege to lead a Family Dance Night for our After School Kids and their families on Valentines Day. This year most all the dances had the word Love in them. Here is a list of the dances I did, with directions for one of them but if you would directions, feel free to reach out to me and I would be happy to share!

1. Will You Be My Valentine - Sanna Longden - German/USA
2. Do You Love Me? Contours - Zumba Dance
3. Dance Dance Dance - Zumba Dance
4. Cupid Shuffle - Line Dance
5. I Want to Dance with Somebody - Whitney Houston
6. Better When I'm Dancing - Line Dance
7. Give Love - MC Yogi - thanks to Susan Flynn for this dance
8. Valentines Day Baby Shark Version - Pinkfong
9. Hokey Pokey - Aerobics Style
10. H-E-A-R-T Kiboomers - Valentine Day song (similar to B-I-N-G-O)
11. Valentine Day Party Dance - Jack Hartmann
12. Boom Chicka Boom - Valentine's Day
13. Don Alfredo Baila - Mexican Dance
14. Champion - Carrie Underwood - Fitness Dance
15. Interlude Dance - Attack - Attack - Techno Dance (Fun warm-up dance)

Will You Be My Valentine - Circle Dance

Formation: Partner Dance standing in a circle facing your partner. You will be changing partners in this dance in a quest to find your Valentine. This is a German multi-cultural dance that teaches you how to say YES (Ja) and NO (Nein) in German. The teacher and/or students sing this song. There is no formal music for this song, it is a cute sing along. Kids Loves this dance. Here is a youtube link to help see it performed: <https://www.youtube.com/watch?v=L0pyYji2avA>

- Heel, Toe, On the Line
 - Touch R heel, Touch R toe - Stomp in place R-L-R
- Will You Be My Valentine?
 - Join hands with your partner - walk 4 cts ½ way around circle
- Heel, Toe, On the Line
 - Touch R heel, Touch R toe - Stomp R-L-R
- Maybe Ja! (Yes) and Maybe Nein! (No)
 - Point index finger while putting heel out & turn back to partner to face neighbor
- Repeat Dance - Teacher says "Ready - go" and starts over with Heel, Toe, On the Line

Are you a Fuel Up to Play 60 Program Advisor?



If so, JOIN the NEW PRIVATE FUTP60 Program Advisor Facebook Page!

Over 900 Program Advisors are already active on this page and sharing their successes on a daily basis.

What are the benefits?

- ◆ Moderated by other Program Advisors for peer-to-peer conversation
- ◆ Engage in real-time discussions
- ◆ Learn great tips and ideas to use in your school
- ◆ Develop relationships with other Program Advisors across the country

It's a win-win, so what are you waiting for? Don't miss out!

On Facebook search for Fuel Up to Play 60 Program Advisor Official Private Facebook Page



WHPE 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 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, 2020. You may contact the WHPE office for more information or check out the grant guidelines on the WHPE web page at www.whpe.us

Elementary Teaching Ideas

Carnival Throwing for Prizes

Created by Tim Mueller (Mueller@erinschool.org)

Purpose of Activity:

For students to improve their throwing form and accuracy.

Prerequisites:

Basic knowledge of throwing form.

Suggested Grade Level:

K-3

Materials Needed:

A lot of stuffed animals (or other equipment that could be used for prizes - best to have at least 5 for each student), a target on the wall for each student, a ball for each student (7" gatorskin, fleece balls, 3" gatorskin, etc.), and a poly spot.

Description of Game:

Anticipatory Set: Who has ever been to a carnival? What are some fun things to do at a carnival? There are rides and of course the challenging games that offer cool prizes like giant stuffed animals! Today we will be playing a game called "Carnival Throwing for Prizes." You will need to work hard, but you will win some amazing prizes (you cannot keep them - sorry). It will be lots of fun, and you will become a better thrower (that you do get to keep!) Review throwing form before assigning students to their starting spots to play.

Set-Up: Each student would have a ball (on a poly spot) and a target. The ball should be about 10 feet away from the target, and the target should be about chest height on the wall. There would



be a pile of prizes in the middle of the gym.

Directions: Students work on correct form to throw the ball from behind the poly spot to the target. If the target is hit, they can set down the ball and go get a prize. The prize is set next to their poly spot and then

they continue to throw and accumulate as many prizes as they can. After 3 - 4 minutes, students will return the prizes to the center pile and meet to discuss the game (throwing form, integrity, fun, etc.). Students will then be asked to go to a new ball and continue. Using different size ball and different heights of the targets adds variety. Could also progress to some of the variations listed below.

Variations and Next Level Activities:

1. Require different locomotor skills when going to get a prize (skipping, galloping, etc.)
2. Have different prize levels that they can win based on distances of throw.
3. Require payment before each throw (3 jumping jacks, 2 push-ups, etc.).

Assessment Ideas:

Watch for correct throwing form. Observe for "jump-turn-W" position with the ball on the shelf. Check for stepping with the opposite leg and proper release at the target. Assess for integrity when winning a prize.



How to Change Up Traditional Four Square!

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



1. Traditional Four Square rules can be found at:

<http://www.squarefour.org/rules>

2. Team Four Square

Divide your entire gym into a jumbo four square. Divide your students into the the four squares and form a line. After you hit the ball, go to the end of the line. If your square makes the mistake, the whole team starts over at the beginning square.

3. Rackets

Replace the ball with a racket and a balloon ball or birdie. The ball or birdie must stay in the air.

4. Omnikin ball

You can choose to keep in the air or hit off the bounce.

5. Soccer Style

Use your feet with a soccer ball or bean bag ball.



Technology Corner:

Seconds Pro App: Love this app to use to set up warm-up activities for my Fitness for Life class. I can project over the screen and have students instantly come into the room and begin moving. You can use it to develop HITT intervals, Tabata, and Circuits for students to complete.

Submitted by Shannon Maly, High School Division VP
Sun Prairie Area School District

I imagine many of us are always thinking about how to be efficient with technology. It's a great tool, but are kids are on it enough as is. We don't need them addicted to it in class too. **One way I find technology efficiency is with GIFs.** I know it is not always the easiest thing to use based on what your classroom set-up is, but if you are interested in GIFs take a look at these two websites:

<https://www.cbhpe.org/> - multiple pre-created GIFs for use
<https://espechat.weebly.com/gif-creation-workshop.html> - notes from an #espechat on how to create your own GIFs

Have a great end to the year,

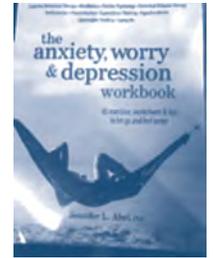
Will Westphal, Brillion School District
WHPE Central District Coordinator

Ideas for your Health Education Class ...

There's an epidemic spreading; discover what's in a vape through this immersive video experience. <https://whatsinavape.com/>

Don't get hacked by vaping (Faces of two teens whose brains have been reprogrammed by vaping). <https://therealcost.betobaccofree.hhs.gov/gm/hacked-ends.html>

If you haven't checked out the Shape America skills based health education lessons. Take a look here https://www.shapeamerica.org/publications/resources/skills-based_health_education.aspx



**Excellent resource
for mental health**

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

In 8th grade health we used the book - "[A Teen's Guide to the 5 Love Languages](#)" by Gary Chapman. The students take their own quiz to find out their primary love language. The students then will read about their language and write about what they agree or disagree with. They then will share in small groups about what their love language means and give examples about how to display or receive it.

Activity Guide to go along with the book -

<http://fivelovelanguages-m0.s3.amazonaws.com/uploads/2016/05/TG-ActivitySheets.pdf>

Kaitlyn Bieszk, WHPE Middle School Vice President, Bay View Middle School



A Great book...7 Habits of Highly Effective Teens, Sean Covey. We read this in all of our 10-12th grade Health Classes which is required for credit to graduate. This is a great book for students help identify Habits in their life to build to be successful as adults. It is also a great way to use cover many of the standards.

Shannon Maly, WHPE High School Vice President, Sun Prairie Area School District

Healthy Food Advocate - Skills Based Health Lesson

By Crystal Gorwitz, WHPE Past Past President

Are you looking for a skills based health lesson that addresses the skill of advocacy (Standard 8 of the National Health Education Standards)? The following description is an overview of a skills based health lesson that I taught in my eighth grade health classes and also collaborated with the Digital Literacy teacher. I titled the series of lessons - How to become a Healthy Food Advocate. In the lessons taught by the digital literacy teacher the students researched healthy food recipes from www.choosemyplate.gov to design (using excel) an entire week of recipes for their families (not their own families but the one they were assigned by spinning the Decide Now wheel app in health class - see below) to eat for dinner for an entire week (the recipes had to include at least two vegetables and two fruits and no red meat).

In my health classes the students used the app Decide Now to spin the wheel to find out 1st spin - what specialized diet (gluten free, dairy free, vegan or vegetarian) they would be following, 2nd spin - what type of family they were going to be purchasing food for (how many family members were in the family) and 3rd spin - what was their budget. The students were so excited to see the results of each of their spins. The budgets started at \$50.00 and went up to \$200. They were crossing their fingers that they would not get the \$50.00 budget. After spinning the wheel, the students had to take the recipes they found from www.choosemyplate.gov and pick two recipes to purchase all of the ingredients when they went shopping. As a culminating activity I took each of my classes to the grocery store (I was lucky that the closest grocery store was in walking distance from my school). When I took each class to the grocery store the students had thirty five minutes to grocery shop and take a picture of each ingredient in their two recipes. Of course I had spoken to the store manager weeks in advance about the dates that I would be bringing my classes to the store. It was an amazing experience seeing the students shopping (most of them had never went grocery shopping before and they did not have a clue how much food costs). I received such amazing feedback from my students and their parents about this lesson.

88% of Deerfield High School students have never spread rumors about someone.

Kind Is The New Cool

Romance. Are You Two Ready?

76% of Deerfield High School students use a method of pregnancy prevention during sexual intercourse.

Be Smart. Don't Start

69% of Deerfield High School students have never used marijuana

Social Norms Project

Submitted by: Pam Klein - Deerfield Community School District

Does your School District participate in the Youth Risk Behavior Survey? Do you have the results and data but are not sure how to incorporate them into your classroom and/or positively use them? If you answered yes, here is a Social Norms project I did with my Junior/ Senior Contemporary Health Issues class you may enjoy!

When asked, students usually **overestimate** the percentage of their peers who use alcohol, tobacco, other drugs, and participate in sexual and/or risky behaviors. When students overestimate, they justify use by their peers **AND** are more likely to participate in and justify these activity themselves.

The goal of this project was to **challenge and correct** students' misperceptions of peer risky behaviors. This goal was accomplished by having Deerfield students analyze the Deerfield's YRBS data and then create Social Norm posters promoting all the **positive student choices and behaviors** DHS students are making!

Students used Google Drawing and Canva to create the posters. After the project is completed, you can have the students hang the posters around your school or create a bulletin board to showcase them all.

For the complete project, please click the link below. <https://docs.google.com/document/d/1Npbr64FsjNtVcmWGxZGE7RYPolwMLCuAChY9TqbVw34/edit?usp=sharing>



We have a spectacular line up of presenters this year to bring you the latest and greatest in health and physical education.

For more information and to register go to

<https://www.uwsp.edu/conted/ConfWrkShp/Pages/Best-Practices-in-PE-Health.aspx>

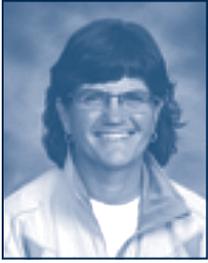
Featured Speakers:

Keynote: Lori Dunn
2016 National Physical Education Administrator of the Year

Keynote: Jamie Sparks
SHAPE America President-Elect

Bob Pangrazi
Maria Corte
Claudia Brown

Best Practices in Health and Physical Education Academy
July 16-18, 2019



WHPE Past President, Patty Kestell

During the past year, the WHPE Board of Directors has discussed a variety of new revenue opportunities for Wisconsin health and physical educators and WHPE to get involved in. We are currently exploring two new programs to roll out in the coming year, SHAPE America's newest service-learning program, "health. moves. minds", and another program called Step it Up.

More details will be coming down the road about both programs, as well as presentations and info sessions shared at the fall WHPE convention, but I wanted to take a moment to share what I currently know about SHAPE America's health. moves. minds program, which will launch in August/fall 2019.

SHAPE America's health. moves. minds. program teaches young people how to take care of their mind and body while developing important character traits such as kindness, mindfulness, empathy, empowerment, and self-advocacy. This is a new and flexible educational fundraising program you can use to improve overall school culture, and most importantly, teach students real-life skills that will positively impact their physical and mental health for years to come!



WHPE members- Brenda Erdman, Niki Norby Richter, and I - have all had the opportunity to pilot the health. moves. minds program with our students this spring, as well as to interact with health and physical educators across the country who have shared this program with their students. We are all very excited and moved by the potential that health. moves. minds has to impact our students' social emotional development within an organized school wide initiative. It has been amazing to see the creative, mindful ways that pilot-school teachers have taken the activities and tailored them for their students and school community, and I cannot wait to share more with you in the months to come. It is clear that SHAPE America has worked very hard in this last year to design and produce a high quality service-learning program that will have a meaningful effect on everyone involved in health. moves. minds.

Schools that participate in health. moves. minds will have the opportunity to earn back 50% of the gross proceeds for their school, in the form of Gopher gift cards which can be used in one of four different catalogs. Some of those funds can also directly benefit a charity of your choice. The other half of the funds raised will support SHAPE America and WHPE (up to 15%), as well as health. moves. minds program resources. SHAPE America's health. move. minds program will provide a significant opportunity for you to support your school goals and initiatives, to support a meaningful charity of school community's choice, and to help support two organizations who provide HPE resources and professional development opportunities, as well as advocate on behalf of our health and physical education profession.

If you are interested in learning more about SHAPE America's health. moves. minds service-learning program, please click on the link above or follow this web address (<http://healthmovesminds.org/>) to fill out the inquiry form. Get a sneak preview of the health. moves. minds video <https://m.youtube.com/watch?feature=youtu.be&v=egZNZ5jp4do> here!

Please let me know if you have any questions between now and our fall convention! We hope you will jump on board to offer this great, meaningful service-learning program to your students!



Future Professional News ...

Undergraduate Students,

Being part of WHPE allows me to learn from and connect with an extraordinary group of people within our profession. A highlight each year is the WHPE convention. I also go into the convention with the notion of taking only 1 new idea away but also come away with many more than that! Our state is so lucky to have such a well-organized convention and passionate teachers willing to share and grow the profession. Invite a colleague who has never attended the convention and I guarantee that they will want to keep going year after year.

Tim Swenson
Assistant Professor
Health and Human Performance Department
UW-Platteville

University students would love to hear from you!

The University of Wisconsin La Crosse Physical Education Majors club has recently included brief skype sessions with current Health, physical educators, and adapted physical educators from the state of Wisconsin during our meetings. There has been great feedback from the undergraduate students following these skype sessions because we are hearing and learning from teachers out in the field. Would you be interested in helping the development of future educators? If interested in skyping with us, please contact WHPE Future Professionals advisor, Deb Sazama or WHPE Vice-President for Future Professionals at kirtz.mckenzi@uwlax.edu.

We are also seeking advice from you to add into the "Future Professional" corner. A short paragraph sharing advice, memories in college, or what to expect when entering your first teaching job etc., would be great!

Thinking of Becoming Nationally Board Certified?

What it Will Take?

“Because I know this.....I do this.... It impacts my students by this....” That train of thought will be your new mantra if you decide to become a Nationally Board Certified Teacher (NBCT). Becoming NBCT in your subject area is the best way to truly get in touch with your profession; getting in touch with what you value as a teacher and how you impact your students. I am going to be bold and say that it will not only change the way you teach, it will change the way you live.

Deciding to become a National Board Certified Health Teacher began years ago in the back of my mind with thoughts of, “Wow! To be recognized nationally is a great achievement for a teacher! It must take a lot of work...” Then my district changed its requirements for salary increase and becoming board certified was an option; I decided to look into it more thoroughly. I found out that the state of Wisconsin also offers a stipend each year for NBCT. This however, really did not answer my questions of what it was really going to take. Could I really do this while raising three children, teaching, coaching, and trying to get some time for myself? Not to mention it was my summary year for Educator Effectiveness. Can I afford to take this risk? Afterall, each component costs \$475 with no guarantee of a passing score.

There are four components to complete and you must attempt to complete all four within three years; completion of all components with a passing score needs to be done within five years.

- **Component 1:** a written test that you take in a testing center (usually in June) so besides studying your topic area, not much to do there.
- **Component 2:** Differentiation of Instruction- You have to prove that you have student growth in your classroom through three different activities.
- **Component 3:** Teaching Practice and Learning Environment- video taping two of your lessons and proving that you support a safe learning environment in ALL that you do.
- **Component 4:** Effective and Reflective Practitioner- How do we collaborate our knowledge of students with family, community, caregivers and colleagues?

I decided to take on all four components in one year. My trick was, I knew I was going to be doing this so I picked up a NBCT colleague as a mentor and she helped me whittle through ALL of the directions- seriously, 19 plus pages of directions for each of the components 2, 3 and 4. My mentor gave me the basics and told me what I needed to start thinking about and what I would want to start saving as evidence the following school year when I would officially begin my journey. Questions to think about:

- What are some of my favorite lessons? Are they a favorite because I like teaching it or because the students are learning from it?
- What lessons will you video tape and how? (I used a great gadget that followed me around the room as I taught). I video taped more lessons than needed so I had some flexibility in picking what would work.

- How do I reach out to others? Staff, parents, community.
- How can I show measurable student growth?
- What kind of data does our school already have so I am not reinventing the wheel?

My biggest concern was getting this done with a class that meets every other quarter. Planning and thinking ahead was invaluable for me. Although I didn't spend as many days by the pool pouring over my huge binder of instructions as I thought I would, my mind was gearing up for the challenge.

When I was fully vested in the process, I would spend an hour or two each day working on a component. On most weekends I spent about 4-8 hours. I worked really hard to have a rough draft done in one component, and a good start on my other components for the “Writer's Workshop” put on by WEAC in February. There were many mentors at this workshop who answered questions, read material, and gave excellent feedback. The weekend started on a Friday night writing from 7:00-9:00, 7:30 AM- 9:00 PM Saturday and 7:30- 1:00 on Sunday. You can come and go as you please but the weekend is geared towards uninterrupted writing time. I used every minute taking 15 minute walks outside when I needed it. I had my comfy clothes, favorite music, snacks and beverage. When I left I had a component done and felt good about what I had going with the others!

Then came the revising, cross checking with the rubrics, and filling out the forms for all of the components. UGGG! THE FORMS! Do I have the evidence that coincides with what I am writing? Does my form information match what I wrote? Are my videos clean of any identification of where I teach or who I am? How am I going to fit all of the information in the allotted space? Do I have the right spacing? Am I following the rules? Why am I throwing out all of the lessons I learned about writing-transitions, spelling, spacing, and supporting detail? Did I mention revising? That was the months of March and April. May is submission month. I submitted two weeks before the due date just in case there was any technical difficulties- it took me over an hour with the help of a district technology person. Then comes the long wait..... once you submit, you do not find out your scores until December. Watching the website for updated score release dates will consume the month of November. The morning of the score release date, I was awake at 3 AM wondering if it was posted. Finally at 5:45 AM, I got up and logged on. Fireworks blasted my screen telling me that I was Nationally Board Certified! I passed!

If you have the gumption to take on this challenge, and have been teaching for 3 years you can register. Registering for NBCT begins in April and ends the following year in February (dates change so watch the website for updates) <https://www.nbpts.org/national-board-certification> I am more than happy to help anyone through the process, just reach out! Above all, good luck. YOU can do it!

*Submitted By: Patricia Zemke
NBCT- Health Education Early Adolescence
Through Young Adulthood
Sixth Grade Health Teacher, Wausau School District*

ELC/ Head Start Class Interacts with South Volunteer PE Buddies

ELC PE teacher, Kris Fritz and her volunteers from South are again engaged in the SHAPE America National PE Assn. “50 Million Strong” initiative that helps children learn about the value of physical activity and good nutrition for life. South students come to ELC during the Pre K gym time and participate with their ‘buddies’ helping them learn fundamental physical skills while working together to improve social and emotional learning.



In addition, the South PE Buddies helped their little friends to construct a nutritional MyPlate after Kris had presented the MyPlate concepts to the Pre K’s on three days prior to their lunchtime. Following regular gym time on March 12, where everyone engaged in PE activities, the whole group ate a healthy lunch together. They practiced the concepts of hand- washing, eating and socializing quietly, and identifying food groups. A special addition to the event was ‘trying a new food’ (avocado) and then working together to ‘make a difference’ cleaning up after lunch. Head Start children were given the “Two Bites Club” (chooseMyPlate.gov) book- a story about the need for trying new foods and eating a food variety to maintain health. They were also awarded a certificate illustrating their participation in the four- week ‘Lunch N Learn’ program. Just prior to the South students leaving, and before the Head Start children were to nap, the PE Buddies read books to their little friends.



According to both Head Start staff, this was the most appropriate behavior shown by their children all year during lunch. One South student commented that it was great to be able to spend a little extra time with their buddies and in a different setting. Kris remarked, “It was amazing observing the interactions of the group during lunch. Watching the South students take the initiative to sit down and read to the Pre K’s before they left to return to the high school was priceless!”

Thanks are extended to Mary Paluchniak from our community partner, St. Nicholas (HSHS) Hospital, who again provided funds for 50 Million T shirts and to Jo Anne Roehsler, SASD Nutrition services, for arranging and preparing the lunch. Likewise, the collaboration with South High PE instructor, Peter Toutenhoofd has been a most valuable contribution toward the ongoing PE Buddy program that is offering everyone the opportunity to reach the goal of “50 Million Strong -2029”.

Classroom Management: Entry Routine

My entry routine consists of an educational strategy from the framework of Restitution called morning meetings. Just like any other classroom, you have to start your learning lesson by creating a safe space for learning. The idea of a morning meeting is to build a community of learners so that students feel safe to take risks. Fostering learning starts with making all students feel connected in your classroom. Click the link below to see how I use this simple strategy as a part of my entry routine to build an intentional and authentic learning environment.

[True Vang’s morning meetings in physical education video link](#)

*By True Vang, Eau Claire Area School District
NW District Coordinator*

Great Classroom Ideas...

What are you going to do to jazz up your 4th quarter? This is the time of year that we have to highly engage our students to keep them learning through the end of the year. Here are a few things that I am going to do to keep the kids interest...and they have very little to do with my actual teaching.

- ✦ Change up the warm-up (I change every quarter)
- ✦ Add a joke of the day (gets my students laughing when they come in)
- ✦ Update my family photo with a new one (allows for conversations with my classes)
- ✦ Add activity ideas to the newsletter to get families active as the weather warms up

*Darci Mick-Beversdorf, WHPE Parliamentarian
Wausau School District*

Something You Can Use!

Christopher J Simenz, PhD, CSCS, and David A Nelson, PhD, MSSW

Supporting adolescents in development of an Orientation to Active Living

A glimpse into any PE space filled with teenagers yields a few common themes and student groupings, ranging from highly engaged to totally disengaged, whether in the corner and on a device or refusing to participate from within the active learning space. Engaging and motivating diverse groups is a significant challenge for any educator and can lead to frustrations from both student and PE instructor. One potential bridge to support students in engagement and wellness improvement is through supporting students in the development of an orientation to active living (OAL), by which they can make connections not just to activities in PE class, but in their broader lives while realizing the benefits of those activities, both currently and in the future.

Student Perceptions of PE

In search of ways to better engage students in physical activity and wellness improvement, we set out to learn more. Through focus groups and discussions with a wide range of adolescents across a number of high schools and after school programs, a complicated picture of high school students' perceptions of PE and physical activity emerged. We learned that many students had full-time jobs or childcare responsibilities, whether for a younger sibling or a child of their own, some were engaged year-round in athletic activities, and others in enrichment opportunities designed to improve access to college. For each, physical activity time had been deprioritized for activities with perceived higher importance. Many stated PE felt like another obligation with limited transfer to their lives, and voiced understanding of the importance of active living, but did not connect what happens in PE class to the concept of wellness. Many additionally noted that they felt a somewhat adversarial relationship with their instructors instead of feeling supported and enriched, much of which was based upon PE classes still oriented to sport and longed for the games and fun of PE when they were younger.

Strategies for PE Teachers

Large class sizes, variable ability and interest levels, and time and equipment constraints can confound the efforts of even the best instructor, making extra time to connect with students a real challenge. Instead of searching for extra time to engage students, the process of facilitating development of OAL can be incorporated into existing lessons. In examinations of existing PE classrooms, one area highlighted by researchers as essential in development of OAL, connections of PE activities to outside activities and contexts (1), was routinely missing. This omission represents a key opportunity for PE instructors to relate to students, using the contexts of their home lives and experiences, to help build an understanding of the uses and benefits of physical activity in and out of the classroom, as well as transfer from activities the student may not personally enjoy to those he or she likes at home, community centers, parks or other recreation spaces. To that end, discussions with after school providers and community center users found that without the pressure of graded participation and school expectations, students often

increased engagement in physical activity, identifying another area ready for positive change. By mindfully creating intersections between PE class and other wellness offerings in community, PE instructors can support students in actively constructing wellness interest and adoption of wellness activity as a life choice.

There are a number of strategies which can support engagement of students by PE instructors. First, students want relevant activities that provide variety and connection to their lives. Many students are not oriented to team sports, yet PE classes are inundated by programs where teams are present. Next, it is well documented that PE can provide a basis for 60 minutes of daily physical activity for students yet does not tell the complete story. Allowing students credit for activities outside of the classroom not only builds trust between the PE instructor and the student, but allows the student to explore a wide range of activities once they leave high school. Finally, PE instructors need to get to know more about the lives of their students. A student who does not participate may very well be motivated, but they also may have worked until midnight. It is not a perfect world, but taking into consideration the lives of the students may go a long way toward connecting with students often deemed "unmotivated."

Summary

Interventions above serve as just a few examples of how PE instructors can mindfully engage students in a bi-directional process of communication and activity to support their growth into active and well adults and can be incorporated into existing curricula without major revision. Providing students with voice and ownership over their wellness and activity provides a solid step toward behavior change and development of OAL.

Christopher J Simenz, PhD, CSCS
Clinical Professor
Programs in Exercise Science
Department of Physical Therapy
Marquette University

David A Nelson, PhD, MS
Associate Professor
Dept. of Family & Community Medicine
Center for Healthy Communities & Research
Medical College of Wisconsin

McKenzie, TL, Sallis, JF, Kolody, B & Faucette, FN. (1997). Long-Term Effects of a Physical Education Curriculum and Staff Development Program: SPARK. Res Q Exer & Sport, 68,4,280-291.

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

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.

SHAPE America Convention April 9-13, 2019 Tampa, Florida

Congratulations to Molly Dado of Hudson School District who was awarded the SHAPE America Midwest District High School Teacher of the Year. Molly was honored during the 2019 SHAPE America National Convention at the Hall of Fame Celebration and Give Back Event.



Congratulations to McKenzie Kirtz, who received one of three Ruth Abernathy Scholarships at the SHAPE Convention. McKenzie is the current WHPE Future Professional VP and a UW-La Crosse undergrad and will receive a \$1250 scholarship and a three year membership to SHAPE America.



SHAPE Majors of the Year





CONVENTION ROOM 24 & 25

Wednesday, April 10th
8:00am - 9:50am
Balliamo to Danzas: Introducing Foreign Cultures Through Dance

1:45pm - 3:00pm
Pure Power!!!

3:30pm - 5:30pm
Be a MacGyver: Ways to Boost Student Participation

Thursday, April 11th
8:30am - 9:30am
One Step at a Time: Introducing Partner Work in Physical Education

11:45am - 12:30pm
Incorporating the Game of Quidditch into Physical Education Curriculum

1:45pm - 3:45pm
Applying Tachi Fan Into K-12 School Physical Education

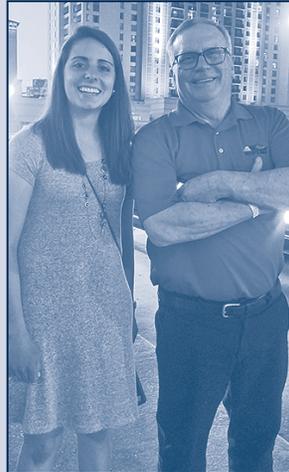
4:15pm
Fostering Positive You: Adventure-Based Learning

Friday, 7:30am
Stronger Together

2:30pm - 3:45pm
Using Alternative Teaching Methods in PE With Learning Differences

4:15pm - 5:30pm
Increasing MVPA Through Success Markings: Individuals With Disabilities





Helping our Students in APE “Transition” into Healthy Adults

Transition, in the context of students in special education, is considered a time of preparation for life outside of school. This can include post-secondary education, job training and recreational/leisure activities based on the students interests, preferences, and needs. Teaching the importance of physical activity should be a goal of all physical educators, alike. Studies show that physical inactivity and sedentary behavior increase with age. As of 2015, 38% of the US population reporting no engagement in daily leisure time activities (Dai, et al). This statistic is magnified when individuals with disabilities are taken into account. Providing opportunities for SWD to become engaged in transition-based recreational activities while in middle and high school can help develop skills and habits that lead to a healthier lifestyle.

Sadly, preparing our students with disabilities (SWD) to remain active once their time in high school is finished is an often overlooked aspect within the transition process. In a study using Wisconsin APE teachers, only 21% of the 155 teachers surveyed had written a transition plan related to leisure time physical activity. Moreover, over two-thirds of the same teachers had never been asked to take part in transition planning (Krueger, DiRocco, & Felix, 2000). This is an important reminder that we will need to be advocates for our students on many occasions, which includes transition planning. To become better advocates, the following are just a few best practices to consider when developing meaningful transition plans for SWD receiving physical education services.

- 1. Make use of community settings** – Locations such as local fitness facilities, community recreational centers, and parks provide students with the real world experience necessary to utilize skills and build confidence in being active outside of school. Incorporate the community setting into your curriculum and take field trips to them to work on the needed skills.
- 2. Work with the student and parents** – Determining the preferences and interests of the student can help a

transition plan come to life. Through the use of surveys with the student and parent, a transition plan that involves activity for the students, and quite possibly the whole family, can be created as well as be individualized.

- 3. Strive for Independence when possible** – Learning how to live – and recreate – as independently as possible are major goals of transition planning. Transition planning for leisure/recreational activities will require more than just skill development in the chosen activity. It will also include other daily living skills such as transportation, use of money, proper hygiene, and interacting with others. Planning for the various aspects of being active in the community also need to be taken into consideration and practiced prior to leaving high school.

There are more areas to consider when looking at creating and implementing a transition plan (i.e. IEP documentation and inclusion of related service providers). For more information on these best practice, please read SHAPE American’s Guidance Document entitled “Providing Community-Based PE Services for Students with Disabilities in Special Education Transition Programs” found within the APE Teacher’s Toolbox. We all can be fitter and better together!

Hope to see at the convention in October!!

Tim Swenson, CAPE

UW-Platteville

WHPE APE Division VP

Dai, S., Carroll, D. D., Watson, K. B., Paul, P., Carlson, S. A., & Fulton, J. E. (2015). Participation in types of physical activities among US adults-National health and nutrition examination survey 1999-2006 [Supplemental material]. Journal of Physical Activity & Health, 12, S128-140. doi: 10.1123/jpah.2015-0038.

Krueger, D. L. ., DiRocco, P., & Felix, M. (2000). Obstacles adapted physical education specialists encounter when developing transition plans. Adapted Physical Activity Quarterly, 17(2), 222-236. <https://doi-org.edgewood.idm.oclc.org/10.1123/apaq.17.2.222>



College/University News

Dan Timm, Division Vice President

Happy spring, everyone! As I write this in late March, our short but intense winter has seemingly ended. March came in like a lion with cold temperatures so hopefully it leaves like a lamb with mild weather.

In December and January, all Board of Directors’ members contacted former WHPE members whose membership expired in 2018. I focused on College/University individuals and others with whom I had some type of connection.

A decision from the College/University Round Table session at the last WHPE Convention was to develop a resource list of College/University members’ areas of expertise. The list should now be available to all WHPE members on the organization’s web site.

College/University members are available to provide assistance to anyone wishing to utilize them as a resource.

Two other initiatives which came from the College/University Round Table session have been established. The first College/University Something You Can Use column appeared in the Winter Newsletter. The second column appears in this newsletter. Please check it out! Additionally, College/University members began a collaboration enterprise in which members are able to share ideas and work together on various projects and professional issues.

Numerous college/university members submitted presentation or poster proposals for the 2019 WHPE Convention. Members are looking forward to sharing their knowledge and campus happenings with the entire WHPE membership.

Meaningful Grass Roots Advocacy

WHPE CEO, Keith Bakken; Secretary, Jan Kunert; two Past Presidents: Kris Fritz and Doug Kane represented WHPE at the 98th State Education Convention January 23-25, 2019 in Milwaukee. This event is the largest gathering of all state school district administrators, business officials and Board members. Interacting with these people offered numerous opportunities to connect our WHPE message about quality HPE with those individuals who make decisions regarding educational content at the local levels.

Keith, Jan, Kris & Doug explained the WHPE vision/mission to multiple convention attendees showcasing the need for HPE to be taught by certified professionals, using Standards & Assessments. All attendees were given a copy of the SHAPE Administrator Checklist and it was explained to them that by using such, they might be able to see individual program strengths and reflect upon potential improvements for items they saw as weakness within their HPE programs. Likewise, WHPE members engaged participants into conversation about the need to let teachers attend the annual WHPE convention/ Best Practices to enable them to stay current enabling them to 'Lead for Excellence ...'— which by the way, was the overall WASB theme.

Overall involvement was deemed positive by tallying nearly 100 school districts with which the team contacted. The state was covered from western Pepin, southwestern Platteville, southeastern Elkhorn, Washington Island, Marinette and as one lady from Chequamegon responded – 'half way to Canada!' In addition, members spoke with reps from the state's largest districts: MPS, Madison, Green Bay, Wausau, Eau Claire and LaCrosse.

The opportunity to be involved in the WASB Conference affords WHPE the ability to support HPE and our members covering the entire state in this two - day event. We are hopeful to be selected for both booth and breakout session for 2020 so as to continue to broaden our advocacy efforts within the state for our profession.



“Exploring Diversity and Culture” Culturally Responsive Health and Physical Education

Dan Timm

As the spring semester starts to wind down, I hope the semester has been productive for you and your students have enjoyed and benefited from their time with you. As teachers, we may never have an “off-season,” but may have a “slower-season.” Whatever your season is, hopefully you will come back recharged for the beginning of school in fall.

Diversity and culture are terms frequently used interchangeably. However, they refer to different things within society. Diversity is the differences between individuals. Those differences may be real or perceived. Culture refers to the learned beliefs, traditions, and behaviors shared among members of a segment of society.

Two levels of diversity exist: surface-level and deep-level. Personal characteristics that are readily observed make up surface-level diversity. Examples of these characteristics include race, age, and body size. Religion, socioeconomic status, and physical ability may be observed at the surface-level, but at other times, may not be readily observable.

As was mentioned in the Winter, 2019 WHPE Newsletter, people meet others at the surface-level and make judgements based on how similar or dissimilar they are to others. These judgements influence people's interactions, relationships, and acceptance with/of others. Recall that diversity means differences. Problems within society do not arise until people start placing value judgements on those differences. And, those value judgements are based on an observation of surface characteristics.

Deep-level diversity refers to psychological characteristics such as attitudes, opinions, values, and preferences. These characteristics become apparent only through interaction with others. Every student brings a different degree of deep-level diversity to a classroom. They will have different attitudes, opinions, values, and preferences than their classmates.

It is important for the establishment of a cultural learning community for individuals to not form judgements of others at the surface diversity level. Get to know others at the deep diversity level. Someone who may initially appear to be different than oneself, may actually be quite similar. Teachers can facilitate this discovery process by employing group and cooperative activities, and openly discussing differences.

Next time, we will discuss surface and deep culture.





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CEO's Report

I hope you are looking forward to a well-deserved summer vacation. Please have a safe and relaxing time. By the time you are gearing up for School Year 2019-2020 we will have some exciting new programs in place to share with the membership. Please check our website regularly this summer as we will post information and guidelines about these programs. Each of these initiatives offer curriculum enhancement that is designed to educate the whole child while raising money for your school. If you or your administrator would like to discuss these, please call me anytime at 608-792-1214. If your summer travels bring you through Mt. Horeb, please stop by. Our house is always open.

*Peace and Health,
 Keith*



WHPE Board of Directors meeting - April 2019



Save the Date!!

Culturally Responsive Classrooms and Social/Emotional Learning in PE

Examine your current program and celebrate the ways you already incorporate Culturally Responsive Classroom and Social/Emotional Learning practice. Learn about additional practices you can include to make your classroom more culturally responsive and an even safer space in which students can grow in the affective domain.

DATE . . . Wednesday, June 26th **TIME** . . . 9am-4pm **COST** . . . 50.00

PD Certificate for 7 hours awarded at the end of the workshop

LOCATION . . . Asbury United Methodist Church Gymnasium
 6101 University Ave., Madison, WI 53705

CONTACT . . . Cindy Kuhrasch at ckuhrasch@wisc.edu or 608.262.4348 for more information