



[www.whpe.us](http://www.whpe.us)

*Our mission ...*

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



**From Your  
WHPE  
President:  
Maureen Vorwald**

Greetings. I hope this newsletter finds you in good physical, mental, and emotional health. As a teacher of 31 years, I know that our profession can be both frustrating and rewarding. While it is easy to get caught up in the frustrations, I hope you can find the strength to focus on the positives. Take time to reflect on the positive impact you have already made this year with so many of your students. You are making a difference!

2019. Let me start by saying thanks for a great convention. Thank you to the members who were able to attend for bringing lots of enthusiasm and passion. This year we set a new attendance record and received lots of positive feedback. Thank you to those members who took the time to fill out the survey. If you are interested in presenting at next year's convention we will be releasing that information shortly. If you would like to present but are nervous, let us know and we will try to pair you up with one of our board members or another experienced presenter. As you can imagine, a great deal of planning and preparation must take place to host this amazing event. Thank you to the volunteers, presenters, exhibitors, BOD members, Nicole Popowich, Keith Bakken, Brenda Erdman, Wendy Wiesjahn, the awards committee, and all who helped make this year's convention a huge success.

In 2019, WHPE introduced 2 new partnerships to help with your fundraising needs. Both Step it Up and Health. Moves. Minds are wonderful programs for your students, school, and community. You can keep doing what you have been doing and keep more of a profit for your school. In other words if you are most comfortable doing a jump rope or hoops type event, the event does not have to change but your new partnership will offer greater dividends.

2020. What comes next? As I begin my 2nd year of being your president, I have a few priorities. 1) We are in the process of finding a replacement for our current CEO, Keith Bakken. This is no easy task but I am confident we will find a strong candidate who will be your biggest advocate and resource. 2) We will continue to look for ways to, not only keep our convention the best of the Midwest, but also to improve upon it. This year we

made a few minor changes and I hope to add a few more for next year. If you have ideas, please get in touch with me. 3) **Better Together** – I am asking our district coordinators to explore ways to connect with you throughout the year, i.e. organizing district workshops or socials. I think it would be fun to organize a WHPE tailgate and Brewers Game this year. If you have other ideas or concerns, please do not hesitate to reach out to myself or any WHPE board member.

*With Warm Regards,  
Maureen Vorwald, NBCT  
WHPE President*

## **WHPE Board of Directors Call for Nominations**

**WHPE will hold an election in fall of 2020 for the following positions:**

*Member at Large (Executive Committee), Treasurer (Executive Committee), Elementary, Middle, Secondary, University and APE Division Vice Presidents (All Division Vice Presidents are part of the WHPE BOD).*

The WHPE Board of Directors meets two Saturdays during the school year, the Friday of the WHPE convention, and one day during summer for the summer BOD meeting. The Executive Board of Directors also meet the Friday night before the Saturday BOD meetings, and the morning of or day before the summer BOD meeting.

If you are interested in submitting names of possible candidates for any of these offices or are interested in serving on the WHPE BOD, please complete the Nomination Google Form by March 15th at this link: <https://docs.google.com/forms/d/e/1FAIpQLSc-F1hvXBKeIoho7HUil77r86pea2HuT62Zvgh3C5uOGMpjrjw/viewform>

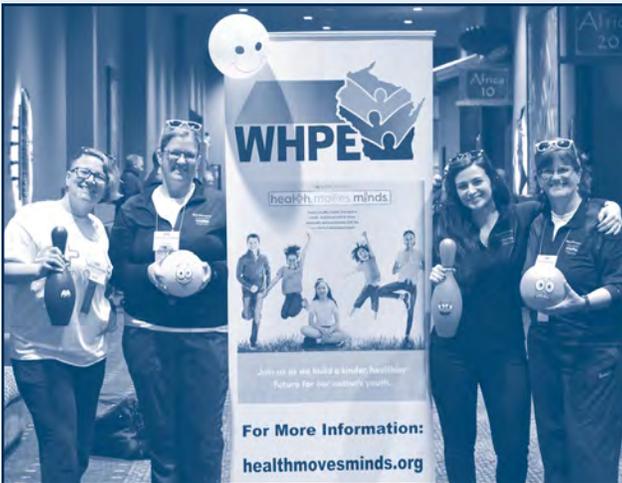
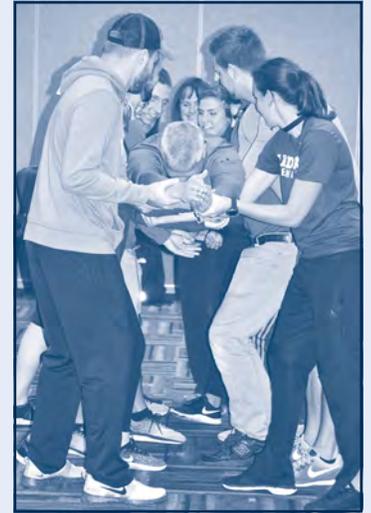
If recommending a candidate/s, please be sure to obtain the consent of the candidate/s before proposing them for office.

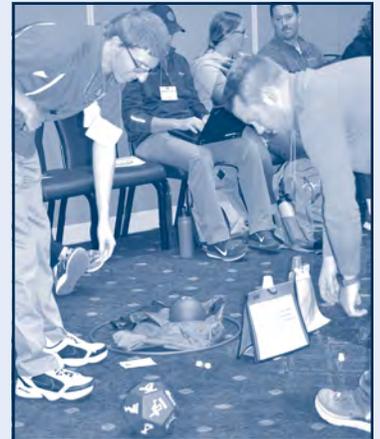
All candidates for the Board of Directors must be members of WHPE at the time of their nomination and if elected, shall remain a member to continue in office.

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# 2019 WHPE Convention ...





***Congratulations to this year's Convention Survey winner, Nick Bisswurm, School District of New Berlin. Nick completed the post convention survey and was entered in a drawing for a complimentary convention registration for 2020, October 28-30 at the Wilderness Resort in Wisconsin Dells.***

# “Members Recognized at Awards’ Social”

WHPE awards were presented as follows:

**LARRY CAIN  
MEMORIAL  
SCHOLARSHIP**  
McKenzie Kirtz



**FUTURE  
PROFESSIONAL**  
McKenzie Kirtz



**PROMISING  
PROFESSIONAL**  
Dakota Berg



**ADVOCACY:** John Dooley / Gopher Sport, Brian Goodmanson / Skatetime,  
Tom Strenger/ US Games, Kalise Horst



Brian Goodmanson / Skatetime, Tom Strenger / US Games, John Dooley / Gopher Sport



Kalise Horst

**HEALTH & PE  
COORDINATOR  
OF THE YEAR –**  
Karen Wegge



**HEALTH EDUCATION  
TEACHER OF THE  
YEAR**  
Allisha Blanchette

**PHYSICAL EDUCATION TEACHER OF THE YEAR:**

Elementary – Chris Wendorf  
Secondary – Peter Toutenhoofd  
University - Dr. Deb Szama



Chris Wendorf



Peter  
Toutenhoofd



Dr. Deb  
Szama

**RETIREMENT RECOGNITION** – Becky Farra, Lisa Larson,  
Barb Moulton; Chris Rumbelow



Becky Farra



Lisa Larson



Barb Moulton



Chris  
Rumbelow

## WHPE Membership Longevity

**20 Yr.** – Kathleen Block, Heather Deluka, Michele Kitzinger,  
Brain Marx, Peter McCarthy, Larry Noll, Jackie Rochon, Sue Tarr,  
Kari Young



Brian Marx



Larry Noll



Sue Tarr



Kari Young

## WHPE Award Nominations

Nominate a deserving colleague for a WHPE award. Awards will be presented at the 2020 WHPE convention, October 29, 2020 at the Wilderness in Wisconsin Dells. Nomination deadline is February 1st. Nomination form and award descriptions can be found at <http://whpe.us/awards>

## WHPE Membership Longevity

**30 Yr.** – Karen Albert, Becky Farra, Lisa Haberli, Dennis Hood, Cheryl Kasuboski, Ann Kollross, Susan Kuhn, Gail Milbrath, Sandra Norton, Linda Slaby



Karen Albert



Becky Farra



Lisa Haberli



Susan Kuhn



Gail Milbrath



Linda Slaby

## OUTSTANDING SERVICE



Darci Mick-Beversdorf  
Mary Wentland (Not pictured)

## PAST PRESIDENT AWARD



Patty Kestell

Midwest Past President, Kris Fritz recognized McKenzie Kirtz for having received the SHAPE Ruth Abernathy Scholarship last spring during SHAPE National convention in Tampa and acknowledged Patty Kestell for having been elected Midwest President- elect. She then recognized the following new award winners:

Allisha Blanchette/ Midwest Health Teacher of the Year  
Dr. Dan Timm / Midwest Meritorious Service  
Patty Kestell / Midwest Honor award

### Get your GAME ON!



**We are motivating kids to live healthy and active lives...join us.**

We want all children to live long and healthy lives, but there is so much work that needs to be done. Today, almost one in three American kids and teens are overweight or obese. These children suffer from low self-esteem, negative body image, and depression.

TOGETHER let's make fitness FUN!



**WHY GAME ON!**

GAME ON! provides your students with a chance to give back to a good cause and also integrates perfectly into a Physical Education Teachers curriculum by allowing students to learn valuable skills that can help them live an active, healthy, and FUN life.

Our events engage elementary and middle school students with stations that focus on flexibility, strength, endurance and agility, and empowers them to improve their health and help others.

### How It Works...

**GAME ON!** Funday events are organized in schools by Physical Education teachers, and can be held during regular class times, or as a special occasion. Once you are registered, you will receive your event guidance.

1. Step-by-step directions on setting your dates, promoting, and running your event.
2. Wellness materials that support what you are already teaching. Messaging on; mindfulness, 60 minutes of movement each day, healthy eating, and saying no to vaping.
3. Tips on fundraising. Students utilize our online donation platform to ask family and friends for donations. They earn rewards based on the dollars they raise. Our online platform makes fundraising safe, easy & fun.
4. You will have help and support from your GAME ON! Ambassador of Awesomeness.



### Earn FREE Equipment

Based on the dollars raised, your school will be eligible for one of our GO! Funday equipment packages for you to use at your event.

Event Raises	Receive
\$0-\$2499	40%
\$2500-\$9999.99	40% + \$1000 Bronze Pkg.
\$10,000-\$19,999.99	40% + \$2000 Silver Pkg.
\$20,000-\$29,999.99	40% + \$3000 Gold Pkg.
\$30,000+	40% + Day of Awesomeness



**Contact:**  
MaryLee Flannigan  
marylee@stepitupkids.com  
414.510.3771



## A Message from your President-Elect ... Dan Timm, UW-Madison

*Thank you for the opportunity to serve WHPE as President-Elect. I am looking forward to the varied experiences and continuing to make WHPE one of the best state associations in the country.*

### Convention

One way our strength as a state association is reflected is by our convention. Each year an impressive list of presenters highlights the convention and 2019 was no different. Thank you to those of you who shared your expertise through presentations and to President Vorwald for securing the keynote and featured speakers. One of the things I find most impressive with our convention is the attendance.

**Over 76% of WHPE professional and future professional members attended the convention in October.** In the future, is 80% attendance within our reach?

### Health.Moves.Minds. and Step It Up

WHPE is supporting two new methods of fund-raising: Health.Moves.Minds. and Step It Up. Through **Health.Moves.Minds.**, 50% of the money raised goes back to your school in the form of a Gopher gift card (or back to the school and a community charity). With **Step It Up**, 40% of the funds raised go back to your school in the form of a check. Donations can be made to charities of choice.

The more successful members are with their school fund-raising through these programs, the more successful WHPE can be, also. WHPE will receive 15% of money raised from Health.Moves.Minds. and 10% of funds raised with Step It Up. **Through either program, a teacher is able to...**

- 1) Identify a community cause and set the target funds toward a community need.
- 2) Identify what your event will look like. (Health fair, activity centers for students, jump rope, winter wonderland, ninja warrior challenge course) Do what you do best and play to your strength. You don't have to reinvent the wheel in running an event or activity.
- 3) Use the online fundraising platform to collect money OR have a free-will donation and send it in the old fashioned way.

**Some additional perks with these programs...** Health.Moves.Minds. provides lesson plans for the development of social-emotional learning, an important topic in today's society. Through HMM, individual teachers are able to determine the event details. Step It Up ambassadors will help a teacher run an event. A video from Step It Up is planned to be released in winter, showing how a SIU event could replace events individuals held in the past.

**To sign up**, go to [Healthmovesminds.org](http://Healthmovesminds.org). For Step It Up, call Mary Lee Flanagan, (414)510-3771 at Step It Up – Wisconsin or go on Facebook at [Step It Up – Wisconsin](https://www.facebook.com/StepItUp-Wisconsin) and direct message Mary Lee.

### Awards

WHPE has many members doing tremendous work. Who do you know in your school, your district, or elsewhere deserving of state recognition? The call for nominations for the 2020 awards is now out. Please go to <http://whpe.us/awards> for information on the respective awards and nomination information. Deadline for submitting nominations is February 1.

### Professional Development

The **Adolescent Health Symposium** is a way for WHPE members

to advance their professional development during the year. The symposium will be held February 6 and 7 at the Concourse Hotel in Madison. Symposium attendees can choose sessions from three tracks: risk factors, health promotion and protective factors, and emerging health issues. Go to <https://uwosh.edu/oce/personal-and-professional-development-programs/conferences-and-workshops/adolescent-health-symposium/> for more information and registration instructions. Registration deadline is January 31.

### Congratulations

Congratulations are in order for several WHPE members. First, two Wisconsin schools made the list of **America's Healthiest Schools** last fall. Bay View Middle School in Green Bay (Gold Award) and Honor Intermediate School in Rubicon (Bronze Award) were among the nation's healthiest schools. Congratulations to **Kaitlyn Bieszka** at Bay View and **Mary Kay Landgraf** at Honor for their work in developing healthy schools and promoting healthy lifestyles to their students.

Second, congratulations to **Rebekah Johnson** who was appointed to finish my term as College/University Vice President for WHPE. Rebekah is chairperson of the Department of Exercise and Sport Science at Carthage College and has been a frequent presenter, along with Carthage students, at the WHPE Convention. I know she will continue to advance the College/University Division with new thoughts and ideas.

### Thank You Bloggers

A number of people posted blogs on the WHPE web site in December. Thank you to **Lisa Van Dyke** (Wrightstown), Learning Readiness Physical Education; **Matt Pomeroy** (Merton), Inclusion in Physical Education; **Sadie Brown** (Sun Prairie), Supporting Learners with Autism in Physical Education; **Patricia Zemke** (Wausau), Becoming Nationally Board Certified; and **Cassidy Crevoire** (Waukesha), Assessment and Grading in Physical Education. Check out the professional development available from each of them at <http://whpe.us/blog>. Do you have something to share? Consider submitting it to the newsletter or as a blog.

### Winter

Winter will be officially with us when reading this newsletter. The weather forecast is for lots of cold and snow this year with another polar vortex in late January and extreme cold extending into early February. If you have ideas to counter the effects of winter, please share your ideas with colleagues and your WHPE network. If you are in need of a "recharging," reach out to others including individuals on the Board of Directors. Keep yourself healthy – your family, friends, students, and WHPE need you!

### 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.

# Future Professional Corner



By Zach Falk, WHPE Future Professional VP

I hope all the future professionals out there had a great first semester! Over the past few months, we have been working in coordination with the Midwest District representatives, McKenzie Kirtz and Deb Szama, to start a mentoring program for future professionals. McKenzie and Deb have taken the lead on this project and have it off to a great start. We have gathered a total of 23 student mentees and 13 current professional mentors. The current professionals will act as a resource for their mentee, someone to share ideas with, ask questions of, and work together to advance ourselves and our profession. This is a great way for future professionals to network and continue to learn about quality Physical Education. If there are any other current professionals or future professionals that would like to be a mentor or mentee in this program,

please contact one of the Mentorship Program coordinators. Deb Szama (dsazama@uwlax.edu) is the Midwest District Future Professional Advisor and McKenzie Kirtz (kirtz.mckenzi@uwlax.edu) is the Student Representative.

## Good Reads ...



### SEL Book Recommendation

By Crystal Gorwitz - Past, Past, President

Are you looking for a book that will not only help your students but also yourself? I would like to recommend the book, "Be The Sun Not the Salt" by Dr. Harry D. Cohen. It has many quotes and small stories to help your students/ or yourself improve your everyday relationships. It's main focus is on the Heliotropic Effect - tendency of living organisms to turn toward the sun. It is a really fast read and you could share a quote a day or include it in a lesson you already teach.

Here is a quote from the description of the book, "Are you like the Sun on the leaves of plants, providing nourishment, encouragement, growth and drawing people toward you? Or are you like salt on the plants roots, causing others to wither, becoming less than they could be?" I hope you enjoy reading this book as much as I did.

**I know, on some level,** all of us are looking for ways to maintain our mental wellness. I recently read a book that is helping me with that, and really keeping my life in general in a good perspective. It's called Triggers by Marshall Goldsmith. He is a guy that consults with higher-ups in business about how they can improve as a person for their personal benefit and their business. At the end of the day it was one of the best reads I've had in a long time. I'm becoming a better and happier person from reading this book because it's helping me prioritize what's important, and what things you really have to just have to let go of. If that sounds interesting, you should give it a read.

Submitted by Will Westphal, Central District Coordinator, Physical Education, Brillion Public Schools



## Technology Corner:

### Stay Connected with WHPE all year long!

Here's a list of all the ways you can connect to WHPE and its members:

Visit the WHPE website - [www.whpe.us](http://www.whpe.us)

- ◆ Convention information and past convention handouts
- ◆ Advocacy materials and support
- ◆ WHPE newsletters, blogs, and contact resources containing ideas to use in your classrooms with your students
- ◆ Scholarships, grants, and award information

### Connect on Facebook

- ◆ Wisconsin Health and Physical Education page offers HPE content, professional development opportunities, teaching ideas, etc from the WHPE Board of Directors
- ◆ Health and Physical Educators of WI page is a public facebook group for HPE professionals to post/share ideas, get new ideas for their students, and ask for assistance with anything that arises in your day to day classes.

**Look for and attend professional development opportunities** to connect with HPE professionals from your surrounding areas organized by your District WHPE leaders.

## FIFTEEN APPS PARENTS SHOULD KNOW ABOUT

UPDATED JULY 2019

<b>MEETME</b>  MEETME is a dating social media app that allows users to connect with people based on geographic proximity. As the app's name suggests, users are encouraged to meet each other in person.	<b>GRINDR</b>  GRINDR is a dating app geared towards gay, bi and transgender people. The app gives users options to chat, share photos and meet up based on a smart phone's GPS location.	<b>SKOUT</b>  SKOUT is a location-based dating app and website. While users under 17 years old are unable to share private photos, kids can easily create an account using a different age.
<b>WHATSAPP</b>  WHATSAPP is a popular messaging app that allows users to send texts, photos, voicemails, make calls and video chats worldwide. WHATSAPP uses an internet connection on smart phones and computers.	<b>TIKTOK</b>  TIKTOK is a new mobile device app popular with kids used for creating and sharing short videos. With very limited privacy controls, users are vulnerable to cyber bullying and explicit content.	<b>BADOO</b>  Badoo is a dating and social networking app where users can chat, share photos and videos and connect based on location. While the app is intended for adults only, teens are known to create profiles.
<b>BUMBLE</b>  BUMBLE is similar to the popular dating app "Tinder" however, it requires women to make the first contact. Kids have been known to use BUMBLE to create fake accounts and falsify their age.	<b>SNAPCHAT</b>  SNAPCHAT is one of the most popular apps in recent years. While the app promises users can take a photo/video and it will disappear in just seconds, including "stories" allows users to view content for up to 24 hours. Snapchat also allows users to see your location.	<b>KIK</b>  KIK allows anyone to contact and direct message your child. Kids can bypass traditional text messaging features. KIK gives users unlimited access to anyone, anywhere, anytime.
<b>LIVEME</b>  LIVEME is a live-streaming video app that uses geolocation to share videos so users can find out a broadcaster's exact location. Users can earn "coins" as a way to "pay" minors for photos.	<b>HOLLA</b>  HOLLA is a self-proclaimed "addicting" video chat app that allows users to meet people all over the world in just seconds. Reviewers say they have been confronted with racial slurs, explicit content, and more.	<b>WHISPER</b>  WHISPER is an anonymous social network that promotes sharing secrets with strangers. It also reveals a user's location so people can meet up.
<b>ASK.FM</b>  ASK.FM is known for cyber bullying. The app encourages users to allow anonymous people to ask them questions.	<b>CALCULATOR%</b>  CALCULATOR% is only one of SEVERAL secret apps used to hide photos, videos, files, and browser history.	<b>HOT OR NOT</b>  HOT OR NOT encourages users to rate your profile, check out people in their area, and chat with strangers. The goal of this app is to hook up.

## How Your School Benefits

The health.moves.minds.™ program is a service-learning program unlike any other, that combines educational objectives while giving back to the school and/or community.

The program allows schools to address mental health topics through physical activity in a school-wide setting, fostering stronger unity and support within a student's network of peers.

The program starts in health & physical education, but is geared for the **whole child, whole school and whole community.**

Standards based health and physical education lessons align with CASEL social-emotional learning standards.

**Social and emotional learning** is embedded in the program's standards-based lessons, activities and community-building ideas.

SHAPE America provides **teacher-friendly, student-friendly** resources that have a strong focus on equity, diversity and inclusion, creating adaptable resources for your school and classroom needs.

Program materials are complete for teachers and students in grade bands K-2, 3-5 and 6-8, including four lessons each. High school lessons are coming soon, which means your entire school district can participate!

You can choose the timing and theme of your school's celebratory event. Do what works best for your school!

Up to 50% of the money your school raises comes right back to the school in the form of a Gopher gift card that does not expire and can be used in a **variety of ways** to enhance school-wide wellness. Looking to make a local impact? Pay it forward and choose to donate 25% of your funds to a local charity that is meaningful to your school!

Sets the tone of your school with these four words: **kindness, mindfulness, empowerment and wellness.**

Sign up today at [healthmovesminds.org](http://healthmovesminds.org)

Two of our WHPE Board Members are sharing their plans to put on a Health.Moves.Minds event and Step It Up-Game On event. WHPE is working to help identify how these two new programs can help strengthen your school community, your program, and our association. Team Katie and Team Jackie have shared a quick graphic organizer to help explain what their event will look like and what they each have identified as a community service project for their community. GOOOOOOO Teams!!!

<b>Team Katie</b> New Berlin School District WHPE Board of Directors Elementary Division Vice President		<b>Team Jackie</b> Waupun School District WHPE Board of Directors Member At Large
	<b>What platform have you chosen to work with?</b>	
Our school has partnered with Damian Buchman and the Ability Center #RampUp project to make Wisconsin Avenue Park in Wauwatosa an all inclusive park for all ages and ability levels.	<b>What has your school identified as your Community Service or how is the event giving back to your School Community?</b>	Our school has partnered with our local REACH program, which strives to bring about positive, lasting change in the lives of Waupun Area Youth!
The culminating event our students will participate in will be an obstacle course during their regular PE class.	<b>What will your event "LOOK" like?</b>	Why reinvent the wheel? We plan on having a jump rope event with each grade level jumping as an entire class (120ish students). Kids love it because there are very few events that they get to do as an entire grade level. All 5 grades will jump in separate 70 minutes blocks. A celebration inflatable/obstacle course day is set at the end of the year during National PE Week.
We will use the Health Moves Minds lesson plan ideas within our regular PE lessons.	<b>Other thoughts:</b>	Step It Up Ambassadors will help you set up your event, and run the kick off event for you.
Health.moves.minds.org Click on sign up. You will need to register if you are not a SHAPE America member. IT IS FREE to register.	<b>How do I sign up to host my own event?</b>	Call Mary Lee Flanagan 414) 510-3771 Or Email: marylee@stepitupkids.com
<a href="https://www.facebook.com/groups/2234929126725436/">https://www.facebook.com/groups/2234929126725436/</a> <a href="http://health.moves.minds.com">health.moves.minds.com</a>	<b>Need more?</b>	<a href="https://www.facebook.com/Step-It-Up-Wisconsin-339843523257667/">https://www.facebook.com/Step-It-Up-Wisconsin-339843523257667/</a>

## Books to Teach Students About Disabilities

As someone who prepares future adapted PE teachers, I provide a wide variety of assignments to my students to learn about a variety of disabilities. Typically included are presentations about characteristics of specific disabilities and considerations for physical education, activity, and recreation. Although I enjoy seeing our students demonstrate their knowledge through this type of assignment, I was curious if there was another method for my students learn about disabilities. Then I read the book 47 Strings: Tessa's Special Code.

47 Strings is a book about a family ready to have a baby born with Down Syndrome and in it explains this specific condition to educate elementary-aged students. This book is a real-life story of the author, Becky Carey, in the process of having her daughter, Tessa, and how she explained her son, Cason that his new sister would have Down Syndrome. It is beautifully written and provided me the inspiration to have my students do something similar. This last semester students in my Intro. To APE class had a create a story about a student with a disability which also included considerations for physical education, activity, and recreation. To help inspire my students, my wife (who teaches special education) provided me with many more books about individuals with disabilities written to educate students. Below are a few of my favorites and each focus on a either a specific disability or how to support students with disabilities. These were helpful for my students in creating their own stories and I highly recommend them as a way to teach and inspire your own students as well. They are all a good read whether you read them yourself or suggest them to your students. Thanks for all you do to make physical education meaningful to all your students!

**Tim Swenson, UW-Platteville**  
**APE VP of WHPE**



**47 Strings**  
 Becky Carey



**Hello Goodbye Dog**  
 Maria Gianferrari



**Mama Zooms**  
 Jane Cowen-Fletcher



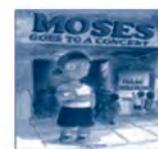
**Mrs. Gorski, I think...**  
 Barbara Esham



**Rescue and Jessica**  
 Jessica Kensky and  
 Patrick Downes



**The Black Book About Colors**  
 Menena Cottin



**Moses Goes to a Concert**  
 Isaac Millman



**Rules**  
 Cynthia Lord

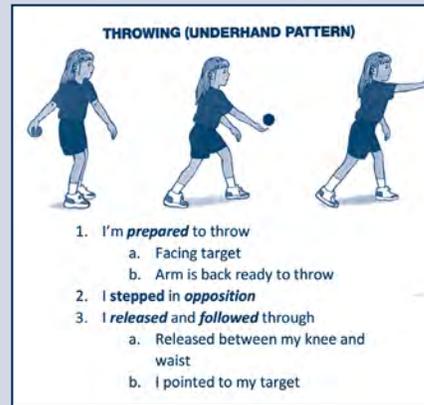
# ELEMENTARY TEACHING IDEAS

## Teaching Multi-Cultural Dances in PE

I believe it is very important to teach multiculturalism across the curriculum. I infuse as much multiculturalism in my teaching as I can and one of the easiest ways to do this is through DANCE! This time of year I like to teach my 2nd graders a dance done around Hanukkah called Sevivon, which is Hebrew for Dreidel (which is a spinning top). Here is the link to my tutorial for Sevivon.

Over Thanksgiving Break, my sister from Iowa was home and my niece is an Irish Dancer in Des Moines, IA. With a last name of O'Halloran, I think she was destined to be an Irish Dancer. While she was home, she showed us one of her latest Irish Dances done to Tell Me Ma and I said oh my goodness, I teach this as a line dance in my PE classes. I pulled up the video on my YouTube Channel and she was amazed. She thought that was the coolest thing - so while I can't say I am an Irish Dancer, I can incorporate the Irish heritage into my teaching. With St. Patrick's Day right around the corner, hope you try this one out - Tell Me Ma

– Submitted by Jackie Clark, WHPE Member at Large  
Waupun Area School District



Using video replay to allow students to watch themselves and determine if they are performing skills correctly is both fun and engaging. Using the video setting on a phone or iPad or an APP such as BaM Video Delay or Coaches Eye provides students the

opportunity to watch and evaluate their performance. Providing a "checklist" with the critical elements can meet different learning needs and assist them in their evaluation and increase their academic language. The information in this example is from the SHAPE National Standards and Grade Level Outcomes Book.

Submitted by Deb Szama, WHPE Future Professionals Advisor  
University of Wisconsin La Crosse  
Assistant Professor, Physical Education Teaching Program Director

Name: \_\_\_\_\_

Physical Education Unit: Throwing

1st Grade	ONE (Not Meeting)	TWO (Working Towards)	THREE (Meets)	COMMENTS
<b>STANDARD 1:</b> I can move using the correct skills	Lacks stepping with opposite foot when performing the underhand throw	Demonstrates stepping with opposite foot when performing the underhand throw	Demonstrates 2/5 of the underhand throw: face target, arm back, step with opposite foot, release ball, follow through	
<b>STANDARD 2:</b> I can move in open spaces	Lacks appropriate space, speeds, and pathways when moving around others	Demonstrates appropriate space, speeds, and pathways when moving around others <i>some</i> days	Demonstrates appropriate space, speeds, and pathways when moving around others <i>most</i> days	
<b>STANDARD 3:</b> I can participate and be fit	Lacks active participation	Demonstrates active participation but also chooses to sit	Demonstrates active participation	
<b>STANDARD 4:</b> I can play fairly	Lacks the ability to follow the rules and cooperate with others	Follows the rules and cooperates with others but needs reminders	Follows the rules and cooperates with others	
<b>STANDARD 5:</b> I can value PE by being positive	Lacks the ability to make positive comments in PE class	Makes positive comments in PE class but needs reminders	Makes positive comments in PE class	

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

Name: \_\_\_\_\_

Physical Education Unit: Throwing

2nd Grade	ONE (Not Meeting)	TWO (Working Towards)	THREE (Meets)	COMMENTS
<b>STANDARD 1:</b> I can move using the correct skills	Demonstrates stepping with opposite foot when performing the underhand throw <i>most</i> days	Demonstrates 2/5 of the underhand throw: face target, arm back, step with opposite foot, release ball, follow through	Demonstrates a <i>mature</i> underhand throw: face target, arm back, step with opposite foot, release ball, follow through	
<b>STANDARD 2:</b> I can move in open spaces	Lacks appropriate space, speeds, and pathways when moving around others	Demonstrates appropriate space, speeds, and pathways when moving around others <i>some</i> days	Demonstrates appropriate space, speeds, and pathways when moving around others <i>most</i> days	
<b>STANDARD 3:</b> I can participate and be fit	Lacks active participation	Demonstrates active participation but also chooses to sit	Demonstrates active participation	
<b>STANDARD 4:</b> I can play fairly	Lacks the ability to follow the rules and cooperate with others	Follows the rules and cooperates with others but needs reminders	Follows the rules and cooperates with others	
<b>STANDARD 5:</b> I can value PE by being positive	Lacks the ability to make positive comments in PE class	Makes positive comments in PE class but needs reminders	Makes positive comments in PE class	

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

## Got Bleachers??

Last year on Twitter I started seeing pictures and videos of teachers using hula hoops tucked into their bleachers to create lower basketball hoops for their students. As soon as I saw this, I thought to myself, "Why did I not think of this sooner?". Since then, I use this trick all the time to help my students find success and work on progressing their skills from where they are at right now. I hope this trick can help you as much as it has helped me!

Submitted by Katie Mulloy  
WHPE Elementary Division VP



# ELEMENTARY TEACHING IDEAS

## Let the Dogs Out (K-3)

**Skill:** Dribbling

**Equipment:** cones, hula hoops, basketballs, who let the dogs out song (optional)

**Directions:** Each student gets a basketball and hula hoop and they spread out in the gym. Teacher also has cones spread out. They pretend the basketball is their dog and I allow them to name their dog. The hula hoop represents their home. They play with their dog at home (stationary dribble) and take their dog for a walk (dribbling while moving.) Students dribble at home and then when the teacher plays “who let the dogs out” students dribble around the gym. When they come across someone else’s house, they have to walk and dribble around each hula hoop. If they come across a cone (fire hydrant) they have to do cross over dribbles or dribble a number of times at each fire hydrant.

On their walk, the students also come across some weather situations (rain, snow, sunny, and tornado). Rain-they pretend to hold an umbrella, Snow-they have to walk really slow so they do not slip, sunny-they put their sunglasses on and wave to their friends, and tornado-they run back home.

**Variations:** use a playground or smaller ball, have the students dribble around so many fire hydrants and houses, etc. Skill cues I use are: floppy wrist, head up, fingertips, and waist high.

— Submitted by Travis Heiman, Beaver Dam Unified School District —

## Mission Impossible

Mission Impossible is a team building favorite and this year I added a twist to keep it engaging and fun. I have played Mission Impossible for many years by giving each group a scooter, base, and jump rope as their only equipment. When a team successfully made it to the other side of the ocean, they had to give up one of their pieces of equipment and try again. This year I started the “store” and it was a big hit. You could play it either way. I observed a lot more creativity, problem solving, and team building this year. Below are the directions and equipment prices.

**Equipment** — 10 Scooters, 10 Pool Noodles, 10 Jump Ropes, 10 Bases, 10 Cones, Scarves, 20 Lollipop Paddles, 10 Gator Balls, 20 Bean Bags, 6 Large Dice, 2 Tumbling Mats, 6 hula hoops,

Split the students into groups of 4-5 students. Before the students get to class, have the equipment in piles on the stage or side of the gym (store). Two mats should be laid out (unfolded) in the center of the gym, and 6 hula hoops spread out between the starting point, mats, and ending point as islands for the students to step on during the game.

Each team gets \$100 to spend at the store to buy equipment. The team must decide and agree on how they are going to spend their money and must “check out” with a teacher before leaving the store. I post the equipment options and prices on a projector near the store for students to see.

The goal of the game is to get every person on your team across the ocean to the opposite side of the gym without anybody touching the ground. If someone touches the ground their whole team has to go back to the beginning and start the game over. Students are allowed to use their equipment anyway they want as long as it is deemed safe by the teacher. The mats and hula-hoops are islands for the students to stand on while moving equipment back and forth.

## Feed the Frogs (K-3)

**Skill:** dribbling

**Equipment:** hula hoops, basketballs, ploy spots

**Directions:** Each student gets a basketball and a hula hoop. The teacher spreads the poly spots around the gym. I teach the students about how a frog has a unique tongue and ability to eat a lot of flies because of how quick their tongue is. They pretend that they are frogs and the process of dribbling is like a frog quickly striking the fly with their tongue. The students practice on their lily pad (hula hoop) and then when the teacher says its “feeding time” the students try and dribble on as many flies as they can. After a couple minutes they can either return to their original lily pad or have them find a new one and start practicing again. This cycle continues for several rounds where the students try and eat as many flies each time. At the end of the game, I ask the kids to tell me what humans eat to stay healthy, because we already know that frogs love flies.

Play the mission impossible theme song for the students while they are trying to complete this task . . . they love it!

If the students “lose” their equipment in the no touch zone, they have to find a way to get it or return to the beginning and start over.

If any students make it across, have them return their equipment to the store and select new equipment to use.

### Mission Impossible Items

\$100 to spend as a team (Price is per one item)

Scooter \$90, Base \$60, Cone \$50, Jump Rope \$40, Pool Noodle \$30, Scarf \$30, Lollipop Paddle \$20, Large Dice \$20, Ball \$10, Bean Bag \$10

Melanie Gearhart, Elmwood Physical Education Teacher  
School District of New Berlin

## Student Connections!

I have a quick and easy way to connect with students to share. Each month I post student birthdays. Students love to see their names on the list when it is their birthday month. This is just one way to



help you make connections to your students. BTW-when I did this at the middle school, they loved it too!



— Submitted by Darci Mick Beversdorf  
WHPE Parliamentarian  
Wausau School District

# ELEMENTARY TEACHING IDEAS

## The Daily Mile

Pier students are running away with the school year! Many elementary schools in the Fond du Lac School District have been working with a program called the Cardinal 100. The goal of the program is to encourage third through fifth grade students to run 100 miles by the end of the school year. At Pier we had little participation in the 17-18 school year. During the 18-19 school year, two grade levels at Pier piloted a new version of this program, called the daily mile, with great success. In the 19-20 school year, with the support of Pier staff and our principal, the program was expanded to include the entire school.

In researching quotes to motivate kids to participate in the Cardinal 100 challenge, I came across an article about the Daily Mile. The Daily Mile program, based out of the UK, encourages students to get outside for about 15 minutes a day to run a mile or more. According to the program's website, it "gets children out of the classroom for 15 minutes every day to run or jog, at their own pace, with their classmates, making them fitter, healthier, and more able to concentrate in the classroom."

These Daily Mile statistics, along with the EZ scan program, which tracks students through the use of QR codes as they run, were the motivation for the school to start a running program for the entire school. Every child in

kindergarten through fifth grade at Pier Elementary School gets outside almost every day to run, jog or walk for 5-10 minutes, sometimes even more. Other Fond du Lac schools have started or soon will be starting to incorporate this program as well.

Pier students are crushing it! For some students, their love of running is being fueled by their desire to stay on top. For others, it is a time to jog with friends and get some much needed social interaction. Numerous students are running over three miles a day.

As of December 15, 2019, here are a few amazing facts: Pier students (about 300) have run a total of 9502 miles and counting since the second week of school. Our goal is to hit 10,000 miles before Christmas Break. The school's top 10 students have each run over 100 miles this year in just 56 days of participating in the program. Our top runner ran 7 miles in one day during his recess, running time and Friday Fun time. Pier School's top 3 runners have run over 175 miles each and the youngest Pier Panthers (Kindergarten) have run over 500 miles combined. If you have any questions about what we did and how we started, please don't hesitate to contact me. We are excited to see where this goes!

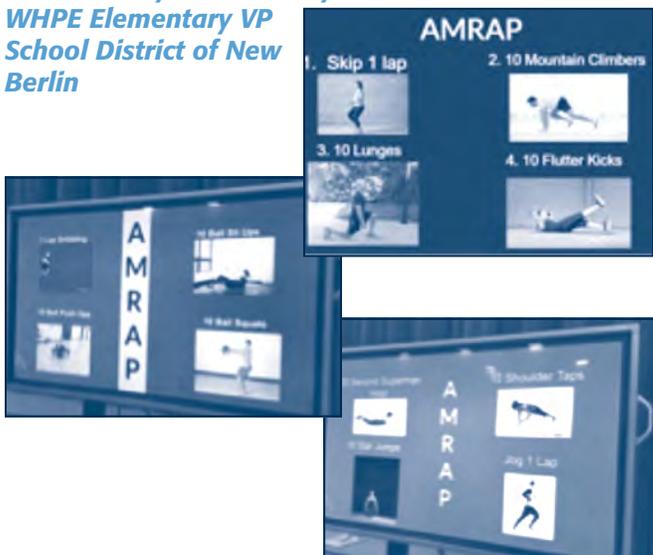
– Stacy Cappozzo, [cappozzos@fonddulac.k12.wi.us](mailto:cappozzos@fonddulac.k12.wi.us)

## AMRAP

### As Many Rounds As Possible!

AMRAPs are my favorite kind of warm up! I create a google slide with different exercise GIFs and students come in, get started, and participate in as many rounds as possible until I say stop. I used to use this by putting the exercises on the marker board and it worked but the GIFs do make it easier for kids to know what each exercise is.

Submitted by Katie Mulloy,  
WHPE Elementary VP  
School District of New Berlin



## The Dangers of Vaping

*If you had asked me six months ago I would have told you that we would never have a drug problem in my family. My daughters are professional women and responsible parents. On August 23rd, our 16 year old granddaughter attended a party with several of her classmates, where both parents were home. About 10:00 p.m. our daughter got a call from those parents telling her that Beth (not her real name) was unconscious on the floor of their house. When the paramedics arrived she was unresponsive and barely breathing. Our daughter called and told us that Beth was being transported to the hospital as a possible drug overdose. We arrived at the E.R. in time to see Beth lifted out of the ambulance. The staff recognized the urgency and immediately tried several times to make her respond. She was treated with Narcan because she had symptoms of a heroin overdose and could not answer questions. We stood in genuine horror as we watched our granddaughter being wheeled down the corridor of the emergency room surrounded by a frantic staff. About an hour later, a nurse told my daughter that Beth was breathing with assistance and that blood tests were taken. About 4:00 a.m. we were told that she was breathing on her own and that she could probably go home that day.*

### Here a few things that we learned that night.

1. She had been vaping synthetic marijuana of unknown strength.
2. She bought the street drug from a classmate who was also at the party.
3. The host parents were unaware because there was no odor.
4. She had been vaping at home with a device that looks like a ball point pen. Her own parents were unaware because there is no odor.
5. She does not remember the trip to the hospital or her time there.
6. We almost lost her that night.
7. We were wrong when we thought there would never be a drug problem in our family.

– As told by Keith Bakken

# ELEMENTARY TEACHING IDEAS

## Goal Writing, Planning, and Reflection in PE

Do you do goal writing in your PE classes? I have been working to achieve this in my elementary PE classes for many years. I have not found the perfect way to do it but I keep trying and revising each year to make this process individualized and applicable for my students. I try to teach my students that fitness is personal (as are many other things in life) and writing, planning for, and reflecting on a goal is an important process in achieving that goal. I wanted to share some of the documents that I use with my students that have helped me to find success in this process.



First, is creating the goal and writing it in the SMART goal format. I know that my district is big on having teachers use this process so I started using the same process with my students.

I structure student goals around our fitness testing cycles in the Fall/Spring of the year and aligns with our learning objectives in our district. But the goal could be anything you can dream up in your classes. I created a goal template for my students to fill in because I found it difficult to get the type of goal I was looking for out of my 4th, 5th, and 6th grade students. Here is the template that I use:

**Goal:** By the end of the school year I will improve my \_\_\_\_\_ score from \_\_\_\_\_ to \_\_\_\_\_ because \_\_\_\_\_.

Next, I had to come up with a way for my students to work towards their goal. I decided very quickly that adding any sort of homework was difficult to manage for so many kids and not very reliable in getting the results I was hoping for. So my next step was to have my students create a plan that could be done during their physical education classes. I see my students 3 times per week for 30 minutes each so time is very limited with curriculum. I wanted something concise and manageable for everyone. I also needed to

teach my students what exercises or activities would help them to achieve their goal. Using what they learned, they use this template to write their fitness plan:

**Plan:** To improve on \_\_\_\_\_ I will do \_\_\_\_\_ during my warm-up in phy ed class on \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

The newest addition to the process, and the newest work in progress, is the reflection piece. Boredom is a HUGE factor in fitness and doing the same thing for the entire year gets repetitive. Not to mention, some students need to start with an exercise they can do (ex: modified knee push-ups), and then gradually work toward their goal (ex: 7 push-ups as part of the Fitnessgram fitness tests). I am planning to have students reflect on their progress and revise their plan if needed each month using this template:

Date \_\_\_\_\_  
Fitness Goal #1 \_\_\_\_\_  
Fall Score \_\_\_\_\_ Spring Goal \_\_\_\_\_  
Have you been doing your goal exercise during warm-ups?  
**YES      SOMETIMES      NO**  
If you chose SOMETIMES or NO, what will help motivate you to complete your goal exercises?  
Have you seen or felt any improvements? Why/Why not?  
What changes are needed:      **KEEP SAME**  
**CHANGE EXERCISE      INCREASE REPETITIONS**  
What is your new fitness plan to complete during your warm-up?

This is very much still a work in progress but every little tweak gets me closer to helping my students learn how to write goals, create a plan, reflect, and hopefully meet their goals! Please feel free to use these templates and if you would like access to the electronic versions please feel free to email me at [katie.mulloy@nbexcellence.org](mailto:katie.mulloy@nbexcellence.org).

# MIDDLE/SECONDARY TEACHING IDEAS

## Plickers or Plagnets

When working in a high school physical education setting, I like to strive to get data in a quick fashion without using paper or pencil. I have tried many methods of quick response exit slips but most recently I have encountered one of my favorites. Plickers have been a popular assessment tool in the elementary level for a very long time. Although I have always been intrigued, I never figured out a way that would work for me at the high school level. This summer, I attended a conference where I was reintroduced to using plickers or plagnets. I now use my plagnets to survey my students regularly on their social responsibility and culture

in their teams or groups. I have also used them to do an engagement check by unit. It is a great self awareness tool for my students while showing me where we are strong and where we still need work. I purchased a set of square SHAPE mags off of amazon for under twenty dollars and downloaded a user friendly plicker template. I lay them on the floor or table near my magnetic board and they just grab and stick any random square on their way out.

*Molly Dado*  
*Hudson High School*  
*Northwest District Coordinator*

# MIDDLE/SECONDARY TEACHING IDEAS

## Nitroball for Middle School PE

Are you looking for a new unit for middle school PE that is very active, everyone can play, and is a non-traditional activity? Nitroball is for you! Nitroball is basically volleyball with a bounce in between each hit and nets are lowered to the height of a tennis or pickleball net.

This high energy fun activity will keep your students engaged and excited throughout the unit. The basics of this unit are; serves are used to start play, each team gets up to 3 hits per side of the net, the ball can bounce up to once in between each hit, and play continues until there is a fault. This unit can be done both indoors and outdoors. You can use a variety of volleyballs that you have for your school. I used our indoor pickleball nets, for a winter unit, but you could have use outdoor tennis nets for outdoor use. If you have some nets, and some time to give a new sport a try, Nitroball is a great addition to a physical education curriculum!



*Submitted by Matt Pomeroy, SE District Coordinator, Merton Intermediate School*

## Cardio and Weight Room Challenge

[https://docs.google.com/document/d/174bMht5eyjB4YjPleyZ6WLPJnQvNEQN7wLKO\\_1rPg4/edit?usp=sharing](https://docs.google.com/document/d/174bMht5eyjB4YjPleyZ6WLPJnQvNEQN7wLKO_1rPg4/edit?usp=sharing)

This is a group challenge to utilize in a cardio/weight room. Students should be given 1-2 minutes to plan out how they are going to break up the tasks at hand. They can split the tasks up, for example: four people in the group can row 500 meters to equal their group total of 2000 meters.

## Minute to Win it

<https://docs.google.com/presentation/d/18ov7jehq8GTYipb3qfzHElzxG0v4EN0yzTktd47GQx0/edit?usp=sharing>

This is a great activity if you lose your gym due to holiday concerts, etc 17 different games that you can do in a classroom or cafeteria with your classes.

*Submitted by Kaitlyn Bieszk, WHPE Middle School Division VP Bay View Middle School*

## Fitness For Life: 15 Minute Fitness Routine Planning Page

**Directions:** Students are to create a fitness routine using exercises/activities learned in school, home, or at a fitness center/gym. Students will be working in groups of 2-3. Each member will then be responsible for 1/3 of the activity.

**Standards:** I can plan and implement a program of cross-training to include aerobic, strength, and flexibility training. I can participate in moderate to vigorous aerobic and/or muscle bone strengthening physical activity for at least 60 minutes per day at least 5 times per week. Use the overload principle (FITT formula) in preparing a personal workout. I can design and implement a program to improve levels of health related fitness components. Cooperates with multiple classmates using problem solving initiatives, including creating a fitness plan. Exhibit responsible and social behavior by cooperating with classmates in a project based activity.

**Choose the type of activity** you and your group members would like to teach. Circle Activity  
Dance (zumba) HITT interval Circuit Plyometrics AMRAP Aerobic Fitness Interval Training Boot Camp Cross Fit Guided Meditation Tabata Pilates Yoga Fitness Blngo

### Checklist:

- \_\_\_\_\_ Decide on Team Members \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- \_\_\_\_\_ 15 minutes in length
- \_\_\_\_\_ Complete the Planning Page Equipment Needs and turn in to Mrs. Maly by 12/2
- \_\_\_\_\_ Pick a date to present \_\_\_\_\_ A Days- 12/6,12/10,12/12,12/16 B Days: 12/3,12/5,12/9, 12/13

### Templates to use Options:

The following may be helpful when planning your routine. Please make sure you choose something to plan your Routine and turn in. Developing a Fitness Routines Folder

**Equipment needed:** (10 points) Must list out all the equipment you will need for activity  
Heart Rate Monitors

**Activity Layout:** (10 Points) What does my space look like that I will be using (Draw out a picture)

**Outline of Routine:** (30 Points) What will be Doing? Detailed description.  
Activity: What Health/Skill related Component(s) are you focusing on?

*- Submitted by Shannon Maly, WHPE Secondary VP, Sun Prairie School District*

## Necrologist Report

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



Necrologist  
c/o WHPE  
145 Mitchell Hall,  
1725 State Street  
La Crosse, WI 54601

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

# Health Teaching Ideas

## Student Created Health Magazine

Are you looking for a summative assessment for health education that is inclusive, creates an environment for diversified learning, inspires curiosity, uses technology, 21st century learning, and is skills based? Then it's time to give magazine creation a try. During this health education assessment, I have students work together as a grade level to create a stress management magazine. The magazine's content focus are identifying stressors, effects of stress, and stress management skills. Students in each class can choose between different jobs to create content for the magazine. Jobs include an editor in chief, magazine writer, videographer, infographic design, advertiser, and poster maker. Once students select jobs, they begin creating content for the magazine. The magazine is created with a Google Slide Presentation that everyone can edit. As students create content, they turn it in to the collaborative presentation. When the project deadline hits, the class gets a chance to view all the content created by all students. Classes then get a chance to vote, using a google form, on their top 5 pieces of content in each category (videos, written stories,

posters, infographics, and advertisements). After the votes are tallied, the final edition of the magazine is organized in the Google Slide and published so all family members in our district can see! I hope this will inspire you will try something new with a unit in your health education curriculum.



– Submitted by Matt Pomeroy, SE District Coordinator, Merton Intermediate School

**Below is a draft of an Instagram account I made on google drawings.** I use this for my students to make a fake Instagram that talks about sleep advice. I grade them on their specific recommendations, their hashtags, and that their picture represents their recommendation. All the rest I let them have fun with! Students have to take a picture of themselves, family members, friends, or even pets that are following the recommendation. Then I show them how to insert their image into drawings. My students have been HIGHLY engaged when doing this. An option is to have them make two posts, print them, staple together, and then hang in class for everyone to see.

[https://docs.google.com/drawings/d/1-w3EueLA\\_xCOv1ujf9d7f69VHrU\\_-Qko4sBT9Djyf2s/copy](https://docs.google.com/drawings/d/1-w3EueLA_xCOv1ujf9d7f69VHrU_-Qko4sBT9Djyf2s/copy)

– Nathan Korth  
Physical Education and Health Teacher  
Nikolay Middle School

**How do you teach internet/social media to your students? Do you send information home to parents who are trying to keep up with the latest social media app?**

Two websites to help educate students on internet safety and receive up to date information are <https://www.commonsense.org/> <https://cyberbullying.org/>

A current app that is popular with many students is Tik Tok. Here is a link to a parent guide for information about the app. <https://www.connectsafely.org/wp-content/uploads/Parents-Guide-to-TikTok.pdf>

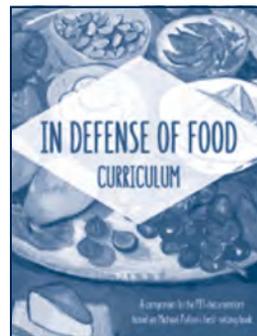
Tagged is a short video about a group of high school kids who post a rumour about a rival, it sparks a chain reaction that leaves no one untouched Watch it here:

<https://www.esafety.gov.au/educators/classroom-resources/tagged/student-home>

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

**“Worry Says What?”** is a great book to introduce anxiety to students. Having students create their own worry monsters allows educators to start a conversation about what students worry about. It can help them acknowledge their fears and start engaging in a problem solving process.

Submitted by Mary Wentland, NE District Coordinator



In Defense of Food and Food Rules are great to utilize in your health class. Check out the In Defense of Food Curriculum. [https://www.pbslearningmedia.org/resource/idofof-curriculum\\_01/full-curriculum-in-defense-of-food/#.XfrIS5NKiu4](https://www.pbslearningmedia.org/resource/idofof-curriculum_01/full-curriculum-in-defense-of-food/#.XfrIS5NKiu4)

Submitted by Mary Wentland, NE District Coordinator

A great way to help students check for valid and reliable information is to utilize the acronym ACCESS. Check out the poster Scott Todnem put together using Canva.



# “Gender Diversity” Culturally Responsive Health and Physical Education

Dan Timm

When students in my Health and Physical Education in a Multicultural Society course discussed Gender Diversity last semester, I started that class by giving each gender (using gender as a binary form) half the desks in the room and telling them to arrange the desks any way they wanted for that day’s class. I have used this activity to begin this class for a number of years. Results of this activity always seemed to illustrate a difference between genders. One year, the males were finished with their arrangement while the females were still discussing and trying to decide how to arrange their desks.

This year, both groups finished the desk arranging activity at approximately the same time, but the arrangements were distinctively different. The males arranged their 15 desks in a tight three desk by five desk formation. The females arranged their 15 desks in a two concentric circles of five desks and 10 desks.

Both genders’ arrangements of desks demonstrated Kimmel’s (2013) characteristics of male and female students. Males like things that are definite and have right or wrong answers. Females like things that are abstract, have more freedom, and do not have definite right or wrong answers.



The differences in desk arrangements may also be an illustration of the Masculinity-Femininity philosophy in physical education. In this philosophy, each gender should participate in certain types of activities. Males tend to respond better to classes involving strength. Females tend

to respond better to classes involving other females and are less intense (e.g., walking, dancing, yoga). Given a choice, each gender had a distinct preference for desk arrangement.

Kimmel (2013) went on to state if males underachieve in school, that underachievement is likely driven by masculinity. What males think it is to be a man is inconsistent with succeeding in school. How little males care about school, studying, and academic success may be markers of manhood in peer groups of middle school or high school males. Some males view academic disengagement as a sign of masculinity. What does that mean for teaching?

## College/University Division News

I am excited to serve as the new Vice President for the College/University Division. The members in this division are knowledgeable, collaborative, and dedicated to preparing future professionals in the areas of health, physical education, and adapted physical education.

At the 2019 WHPE Convention, the College/University Round Table sessions allowed for professional collaboration on many different topics. Folks from colleges and universities around the state shared strategies and resources for best supporting future professionals as they prepare for licensure or the challenges that follow in the profession.

I truly believe in Maureen’s theme, “Better Together.” This organization is better with all the members from future professionals to educators at all levels working together. I am here to represent all members at the board meetings and to join in initiatives that bring us together to benefit the health and wellness of our youth. Don’t forget to reference the “Health and Physical Education Resource List” on the WHPE website, to see a list of college/university members and their areas of expertise.

– Rebekah Johnson, Division Vice President

In previous newsletters, I talked about connecting the content you are teaching to the lives of your students. Gender diversity provides another avenue for doing this. To promote academic success within male students, Hawley and Reichert (2009) made the following recommendations for connecting with male students:

- Develop lessons that produce products or a definite end result.
- Structure lessons as competitive games. Competition should be used with care in physical education classes. If the situation is right, controlled competition could be beneficial.
- Motor activity should be included in lessons. This recommendation may apply more to teaching health than physical education as physical education classes routinely contain motor activity.
- Male students should have a responsibility for the learning of others.
- Solving open questions or unsolved problems should be part of lessons.
- A combination of competition and teamwork should comprise lessons.
- Independent personal discovery and realization should be a focus of lessons.
- Drama in the form of novelty or surprise should be included in lessons.



Depending on the individual male students in a teacher’s class, some of these recommendations may be more productive than others. That should come as no surprise as some teaching methods end in better results with students than other methods. Find what works with your male students.

*Hawley, R., & Reichert, M. (2009). Teaching boys: A global study of effective practices. Pawling, NY: The International Boys’ School Coalition.*  
*Kimmel, M. (2013, June 30). Solving the ‘boy crisis’ in schools. [HuffPost log post]. Retrieved from [https://www.huffpost.com/entry/solving-the-boy-crisis-in\\_b\\_3126379?guccounter=1&guce\\_referrer](https://www.huffpost.com/entry/solving-the-boy-crisis-in_b_3126379?guccounter=1&guce_referrer)*





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La Crosse, WI  
PERMIT NO. 175

## CEO's Report



Have you ever wondered how and where the dollars from your membership dues are spent? This is a valid question that I have heard many times in the past. Interestingly, I have yet to be asked about the cost of registration for our annual convention. I believe that event speaks for itself.

For less than \$7.00/month, your Board of Directors will provide you with multiple professional development opportunities. Did you know that the first DPI Best Practices was made possible with a grant from WAHPERD? (Now WHPE). This grant has been renewed every year since that first hot summer day at UW-Platteville. We also support the annual Adolescent Health symposium in Madison with free advertising and a standing pool of breakout session presenters. The same is true for the annual Building the Heart of

Successful Schools conference. For more than 10 years, we have rented and staffed a booth at the Wisconsin Education Convention where we will tell our story to school board members and administrators. On an individual level, please consider applying for a WHPE grant or nominating a colleague for an award. It is no secret that Nicole and I are not volunteers. We are salaried professionals ready to assist or represent you at the district, state, and national level. Most importantly, for less than \$7.00/month, you get each other. You are part of a 1,000 member team that has worked together to promote quality health and physical education since 1897.

If you would like to know more about how and where your membership dues are spent, please call me anytime at 608-792-1214. I love this question.

*Peace, Health, and  
Happiness for 2020.  
- Keith*



### WHPE Awards Nominations and Grant Proposals - Due February 1st, 2020!

*Nominate a deserving HPE colleague today!  
Be sure to read the requirements for each award.*

WHPE Awards Information <http://whpe.us/awards/>  
Awards Nomination Form <https://docs.google.com/forms/d/e/1FAIpQLScX3k2BqFe5208yFfSeRKkqYrb-E-BOEpYYJU2qlrADbE51TQ/viewform>

*Need funds for an innovative PE project?  
Apply for a WHPE grant!*

WHPE Grant Proposals <http://whpe.us/whpe-grants/>