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Our mission ...

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

WISCONSIN HEALTH AND PHYSICAL EDUCATION NEWSLETTER

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SPRING 2020



From Your WHPE President: Maureen Vorwald

Greetings! I hope you, your family and friends are safe and healthy. While I am trying to adjust to the challenges of teaching from home, I am grateful for a couple of things. First of all, I am thankful for the amount of resources that are being shared. Check out #HPE@Home on Twitter or go to the WHPE or PE Central facebook pages and find something that works for you and your students. And secondly, I have really enjoyed our extra family time together. The joke in our house used to be, it is "FFO" time - meaning Forced Family Outing. With our busy schedules, we needed to schedule time together or it just wouldn't happen. Now it is FFT (forced family together) time all the time. We are strengthening our relationships and making memories. (and working out a whole lot :)

Good News.

Penny Kroening has been hired to be the new Executive Director of WHPE. Penny has been a member of our BOD for a few years now and was the national TOY in 2018. She is passionate, knowledgeable, and ready to go to work for you. We are fortunate and excited to have her. I encourage you to send her a welcome - PKroeningWHPE@gmail.com

As you know, WHPE has been working to coordinate new fundraising opportunities for your program and your community in the form of Step it Up and Health.Moves.Minds. Two of your WHPE board members, Jackie Clark (Waupun) and Katie Mulloy (New Berlin) took

on the challenge of diving in and bringing these programs to their school. Allow yourself to start looking forward to what you can do next year and read more about the success of Team Jackie and Team Katie here: <https://docs.google.com/document/d/17ibXcOkOAY2PUnIy5y-pmV-bim71JjVWzwYrZ05R-azI/edit?ts=5e85e96b>

We have begun planning for this year's convention. It will be held at the Wilderness in Wisconsin Dells from October 28- 30. Share your ideas with us- What kind of sessions do you want to see? What ideas do you have to make our convention even better? Send us an email or give us a call!!

Connection.

Your WHPE board members have been working to share ideas and resources via the WHPE facebook page and Twitter account. Get involved, offer feedback, and share your expertise. #WHPE <https://www.facebook.com/wisconsinhealthandpe/>

It is important to us that during this unprecedented time you remember your WHPE family is here for you. We are dedicating this newsletter to provide resources and ideas for you to navigate the obstacles we now face as educators. Without a doubt, we are much more effective teachers in a face-to-face environment, but also without a doubt you will continue to be a leader in your school and community because that is who we are. Thank you for all that you do!!!

Better Together

Warm Regards, Maureen Vorwald, President WHPE



Greetings to all

I am extremely honored and excited to be Executive Director of WHPE. I have walked an interesting pathway during my time as a physical education educator here in Wisconsin. My walk has never been a journey to a set target, but rather a journey of consistently doing my best to serve others. My journey has included 33 years as an educator, a member of WHPE as well as SHAPE America. I have served on the WHPE Board of Directors as a Vice President of Elementary Physical Education, State JRFH/HFH Coordinator, Health.Moves.Mind State Coordinator, and Treasurer. My journey has taken me around the United States as a National Teacher of the Year presenting on best practice regarding SHAPE America National Standards and grade-level outcomes. I have worked with national leadership to develop an educational fundraising platform to help educators within their own communities to make a difference with social and emotional health as well as to contribute to community fundraising endeavors. My journey has included extensive work promoting, recruiting, celebrating, and honoring our own WHPE members. I served as Co-Chair for the Wisconsin Physical Standards re-write committee to review and revise the Wisconsin Academic physical education standards and performance indicators. My journey has included standing in front of school boards, teachers, administrators, State Superintendent, and legislators advocating for what is best for Physical Education and students. My journey has allowed me to experience physical education, professional development, advocacy, leadership opportunities, fundraising from many perspectives within the state as well as at the national level. I have had a unique well-rounded journey and WHPE has been an important part of my pathway.

Having the opportunity to bring my expertise and dedication to WHPE as the Executive Director is an honor. As I write this note, we are all sheltered in our safe place, reaching out to our students through distance learning and still trying to be a difference maker. We are in fact defining ourselves, our profession, and our future through daily interaction. We are difference makers. It is an unprecedented time of change and I will work for the association to keep it moving forward toward our goals. If you need to reach me, my email contact information is: PKroeningWHPE@gmail.com

Before I close, I want to take this time to say a sincere thank you to Keith Bakken for his tireless dedication to this job. He has served WHPE for over 25 years as the CEO/ED and has left an indelible mark on our association. WHPE will never be able to find enough words to express what you have meant to our association. Thank you.

Kind Regards, Penny Kroening

Save the Date - WHPE 2020 Convention

The 2020 WHPE Convention will be held at the Wilderness Resort/Glacier Canyon Lodge and Conference Center in Wisconsin Dells on October 28-30, 2020. Check out our website for the latest details, convention registration fee information and hotel reservation information.

<http://whpe.us/whpe-annual-convention>

ELEMENTARY TEACHING IDEAS

Flipgrid to Communicate/Collaborate During Virtual Learning

I have used flipgrid.com to record some videos and have students share videos that they make. This is one way that kids can stay connected with each other, communicate reflections on their learning and activity, and record answers to pertinent questions.

If you would like to try this online platform, go to flipgrid.com to check it out. There is really a lot that you can do on this site and I have just begun to scratch the surface!

On another note, take care of yourself and your family! This is a very difficult time for everyone. Lucky for us, we are people who love to be active so find that routine and stick with it!



Submitted by Darci Mick-Beversdorf
Wausau School District



Writing Persuasive Pieces

This year, I had a great experience. Our 3rd grade wrote persuasive pieces. Their teachers let them take the wheel about something they felt passionate about. Almost 1/2 of the students in the grade chose to write about healthy lifestyle choices. Particularly, don't smoke. I, being the "expert" in school, was asked to come hear all of their speeches. It was bittersweet because they all did wonderfully, but you also knew they were writing & researching those topics because they have someone they love who is making poor health choices. They want change for the better. My promise to them was that I would share this with all of you since they see me as someone who can help them make an impact.

Why share this with you all? First, it reinforced that our kids are listening and they care about what we're teaching. YOU make an impact. Second, in our current virtual learning scenario I thought this could be a possible learning task you might provide your students.

Keep doing great work everyone,

Will Westphal, Physical Education Teacher, Brillion Elementary
WHPE Central District Coordinator
wwestphal@brillionsd.org

SECONDARY TEACHING IDEAS

High School Physical Education at home...

For the first two weeks I am suggesting my high school download two free apps. One called MapMyRun and the other is called AllTrails. Then they are to get outside and hike 30 minutes a day 4-5 times a week. Our district tells us to only plan for three 30 minute lessons for right now, so I tell them that is the minimum they can do. Three days. I told them one each week had to be on a trail if possible. I gave them the link to the Ice Age Trail (IAT) map because the IAT is in most of their backyards if not a few miles away.

<https://iceagetrail.maps.arcgis.com/apps/webappviewer/index.html?id=5ff8f517b1e34d46bb70ed21b36286c6>

The AllTrails app is good for finding trails anywhere. I use it personally quite often when I'm in Colorado:-) On the apps they can track where they've hiked. They need to take a screen shot of it and upload it into our Google Classroom. I also make them take pictures. More details and the link to the assignment can be found [here](#). We also are required to make some screencastify videos. In there I encouraged the students to get their parents and other family members outside with them. I encouraged them to eat healthy. I also offered if they need motivation to get outside to let me know. We are required to do at least 3 instructional videos a week for our students. I'm shooting them all outdoors.

Submitted by Wendy Wiesjahn
West Bend School District

SECONDARY TEACHING IDEAS

Change it Up Challenge!

DIRECTIONS: Try 3 of these activities → this week and complete the questions below.

Change it Up Challenge Reflection

1. Which activities did you complete?
2. Why did you pick those particular activities?
3. Did you enjoy the activities? Why/why not?
4. Were you able to get anyone to do the activities with you?

Create Your Own

Directions: Inspire your friends/family to get moving by creating an at home or social media movement challenge.

1. Explain your challenge:
What is it?
Why did you pick this challenge?
How can people complete it?
2. Who are you challenging and how will you distribute the challenge?
3. Your Goal: How many people do you hope will complete your challenge or how many days do you hope to keep your challenge going?

Submitted by: Allisha Blanchette, DC Everest

Design a mini golf hole and challenge a family member to find the par	Create a still target challenge in your house that won't knock stuff off the walls	Write a positive message with chalk in your driveway for your neighbors	Create a ball challenge and talk a family member into playing	Shoot hoops (don't have a hoop? Make one & hang in your house or outside)
Walk your dog--don't have one? Walk your parent	Play catch with a sibling or parent	Skateboard/scooter in your driveway	Do Yoga	Climb a tree
Sign up for and complete a virtual race	Go for a bike ride	Find a song from a different decade & create a grade school routine to dance to	Create a moving target challenge in your house or outside	Play a movement video game
Go rollerblading	Create an obstacle course & challenge yourself/others to limbo the time	Practice handstands, cartwheels & round-offs in your yard	Go for a trash run in your neighborhood--be sure to wear gloves	Swing or push someone else on a swing
Make a list of animals & come up with your own Yoga poses	Go fishing	Wear 10 t-shirts & run around your block, challenge someone else to try more	Go for a hike	Play Charades w/family or on a Zoom w/friends

PE: Corona Shut Down Curriculum ... Submitted by Allisha Blanchette, DC Everest

Directions: Complete the following prompts (there are 2). You may complete these on a Google Doc or journal on notebook paper (if your handwriting is legible). Please turn in on a weekly basis as directed.

<https://docs.google.com/document/d/1svalOAPd-8TpSpZWgGA6KaBcFU5cbHtUZC8178zdUsl/edit?usp=sharing>

1. Respond to the following prompts daily. Remember this is in place of class time so 1 to 2 sentences will not suffice. Each prompt should be fully described with personal examples for full credit.

Week _____ Day 1: (Copy & paste on the document if there are more weeks to complete.)

a. Physical: Complete a minimum of 30 minutes of physical activity each day

- What are you doing to support your immune system? (Explain in detail using examples)
- Log your:
 1. Sleep: _____
 2. Physical Activity
 - a. Type: _____
 - b. Time: _____
 - c. Intensity (scale of 1-10): _____
 - d. Has the time gone down or up with more free time? _____
 3. Time spent on electronics: _____
 - a. Has this gone down or up with more free time? _____
 4. Rate your nutrition: Healthy Average Unhealthy
 5. Rate your mood (scale of 1-10): _____

SECONDARY TEACHING IDEAS

Using Flip Grid for #HPEatHome

Submitted by Shannon Maly Sun Prairie HS, WHPE HSVP



Have you caught #FlipGridFever yet? If not, it's time you did! For many of us, we have been busy planning lessons for #HPEatHome. For myself, I really wanted to find ways to communicate with my students and for them to communicate with others. I also wanted to find one way students can post short videos to check in with me for accountability. Students in high school may already be regular users of social media like Snapchat, Tik Tok, Instagram, Facebook, or Twitter. They have experience with posting photos, videos, and commenting on others posts. Here are so many ways you can use this app for physical education and health. Here are some activities that I planned to do with my classes.. Let's take a look...

Click on the link or QR Code to see more examples: Malyphised HPEatHome Sample Activities Grid.



Dance Challenge



Mar 26, 2020 Flip Code: [9f790bbd](#) Add Topic Guests

Brush off your dance shoes!! This week's **Challenge**: Choose one Word from the **OPENphised Dance with Words Cards** and show us your move in 16 counts. Be creative, dress up, use props etc. ... Challenge begins today!



Click on QR Code
or
<https://flipgrid.com/malyphised>



Bottle Flip Chaos



Mar 28, 2020 Flip Code: [7b75clea](#) Add Topic Guests

This weeks challenge **Watch Bottle Flip Chaos**

Objective:

For every **3 jumping Jacks** you complete, you earn **two bottle Flips**. Each time you **land** the bottle you earn **1 point!** How many times can you land the bottle in **one minute?**

Equipment Needed: Water bottles with about 2 inches of water at bottom. See video for picture.

Accountability: Video yourself completing the challenge and upload. Let's see our progress over the next few weeks.

Tip: Challenge Activity

SECONDARY TEACHING IDEAS

"Music and Movement"

Teaching physical education has now become a truly different challenge in our ever changing world. As I follow many on twitter and have gotten so many great ideas for remote teaching I am reminded that in my own home two things remain most important. Music motivates whatever activity we choose to participate in and movement needs to take place often during the course of the day. I have to trust that my students at the secondary level have also found their motivating movement activities and are staying active. I have shared a resource bank of workouts, games, and movement break activities with my students to help inspire movement. This list gets bigger everyday with the help of the amazing physical educators willing to share. I give my students structured suggestions everyday and a discussion exit ticket in hopes that they will engage. I need to remind myself that I am not homeschooling or teaching online school. I am making the best of a bad situation in the middle of a global crisis.

– Submitted by Molly Dado, Northwest District Coordinator, Hudson High School

Fitness Video Challenge

Submitted by: Alisha Blanchette, DC Everest

This week I would like you to focus on a variety of activities you can do at home and ways you can incorporate resistance training in your activities.

Look around your house. If you have hand weights or other fitness apparatus, kettlebells, medicine balls, or resistance bands--awesome! If not, what do you have around your house that you can use to create resistance or even climb for upper body strength?

- Boxes small enough to lift or buckets you can add weight to?
- Empty milk jugs you can fill with water or sand?
- Soup cans
- Old tires
- Younger siblings--careful, they wiggle!
- Landscaping bricks
- Playset equipment

Directions: Choose 2 workout videos from YouTube to complete & review this week. While completing the video think about how the video challenges your muscular strength and answer the following questions:

1. Which videos did you complete? (Describe & list the url)
2. Which video did you like better & why?
3. Rate the video you liked better: ★ ★ ★ ★ ★
4. How could you tweak the video using items you have available to increase the muscular strength challenge?

Create Your Own

Directions: Build & complete your own fitness challenge using the following requirements:

- 10 exercises/activities
- Incorporate 3 of the following components of fitness:
 - Cardio
 - Balance
 - M. Strength/Endurance
 - Bone strengthening
 - Flexibility
 - Speed
- Repetitions or time identified for each exercise

1. Challenge

<u>Exercise</u>	<u>Rep/Time Interval</u>	<u>Component met</u>
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		
7. _____		
8. _____		
9. _____		
10. _____		

2. Reflect

What was the purpose of your challenge?

What did you like?

If anything, what would you change for next time?

Adapted PE Resources:

Submitted by Mary Wentland, Northeast District Coordinator

Fitness cards from Special Olympics: <https://www.specialolympics.wisconsin.org/wp-content/uploads/2018/02/Fit5-Fitness-Cards.pdf>

Fitness videos from Special Olympics:

<https://resources.specialolympics.org/health/fitness/fit-5-page>

HEALTH TEACHING IDEAS

Health: Corona Shut Down Curriculum ... Submitted by Allisha Blanchette, DC Everest

Directions: Complete the following prompts (there are 2). You may complete these on a Google Doc or journal on notebook paper (if your handwriting is legible). Please turn in on Google Classroom as directed.

https://docs.google.com/document/d/10aq-AXJp_sMrbXZFknvg3IJ7XMHrzMOkPhsIAE1U0hA/edit?usp=sharing

1. Respond to the following prompts 3 times this week (Monday, Wednesday & Friday). Remember this is in place of class time so 1 to 2 sentences will not suffice. Each prompt should be fully described with personal examples for full credit.

Week _____ Day 1:

a. Physical:

- i. What are you doing to support your immune system? (Explain in detail using examples)
- ii. Log your:
 1. Sleep: _____
 2. Physical Activity
 - a. Type: _____
 - b. Time: _____
 - c. Has this gone down or up with more free time? _____
 3. Time spent on electronics: _____
 - a. Has this gone down or up? _____
 4. Rate your nutrition: Healthy Average Unhealthy

b. Mental/Emotional:

- i. What are you doing to support your thoughts & emotions through this disruption of your regular lifestyle? (Explain in detail using examples)
 1. List or highlight your strategies. Options
 - a. Meditation Yoga Breathing exercises
 - b. Coloring Journaling Progressive relaxation
 - c. Caring or doing something for others
 - d. Thoughts & thanks of gratitude
 - e. Mood tracking Physical activity

c. Social:

- i. How is social distancing impacting your social life? What are you doing to reach out to others (Explain in detail, using examples)

HEALTH TEACHING IDEAS

Haiku in Health & PE: Mindfulness in Motion

Submitted by Allisha Blanchette, DC Everest

Health & PE are often separated into two different entities in the classroom, regardless of how deeply they intertwine. Physical wellness is improved by physical activity, but can also be improved by hormone/chemical release that comes from positive thoughts, emotions & social interactions. Positive feelings are also cycled through physical movement and enjoyment of movement. It's important to teach students that physical activity is more than exercise & longevity. The physical dimension of wellness should be taught as a support system of the body AND mind that enables us to achieve our goals and experience true joy.

Creating and practicing a **Haiku** is an activity that can help your students combine physical & mental/emotional wellness. Why make the effort to combine the two? Teaching students to be physically active because it's good for them and will help them live longer isn't always a major source of inspiration--especially for teenagers who are often ruled by their emotions. Current students are deeply focused on mental health as the most important aspect of wellness, downplaying the importance of physical--and often less likely to engage in it. Teaching students how to use physical activity to build mental health and create positive feelings will not only entice their sense of here and now, but can also help them understand that each benefits the other, and the whole self overall!

Haikus are based on a traditional Japanese poetic form and can be used to unveil a feeling or image. The typical pattern is three lines following a structure of 5 syllables, 7 syllables, 5 syllables. The last two lines can be one phrase (I often break that rule to create more of a mantra) and make an observation about the topic. We all know meditation is good for relaxing the body and calming the mind and soul, but does it always need to be achieved through stillness? I have often thought that sport & activity is poetry in motion but have never known how to connect the two--until I created a Haiku based on the cathartic senses I received from motion.

Lesson idea.

1. Have students think of a physical activity that relaxes & soothes them--this may take some practice & experimenting (that could also be part of your lesson!)
2. Ask them to create a Haiku following the 3 line, 5-7-5 pattern using words of imagery or other sensation.
3. Assign/encourage students to practice Mindfulness in Motion by repeating the Haiku in their heads for a specified amount of time (3-5 minutes).
4. This can be done seated (or moving) in the classroom as students visualize engaging in the activity or as an at-home, off-site learning activity as they are doing the activity.
5. Challenge students to engage in 3-5 minutes of Mindfulness in Motion 3 to 5 times/week.

Here are some examples I created, inspired by an evening in my driveway:

*Rollerblading
Rolling in circles
Breeze blowing through my skin of
Rhythm in motion.*

*Shooting Hoops.
Grip, dribble dribble.
In stance I flick the wrist and
Swish to satisfy.*

The most unexpected benefit I have found in creating the Haiku is that after visualizing and practicing, whether in motion or not, I can recall the soothing sensations experienced while performing the actual activity, and create a sense of calm wherever I am.

****Note: Check with your creative writing teacher--or mine @matthewcepress--to see if there are other items you can collaborate on. They often encourage writers to use observation of sensation for inspiration, which is a key component for mindfulness & meditation!**

Resources

Kelly McGonigal "The Joy of Movement"

Kelly McGonigal Ted Talk: How to Make Stress Your Friend: https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend?language=en

How to Write a Haiku: <https://www.wikihow.com/Write-a-Haiku-Poem>

HEALTH TEACHING IDEAS

Online Health Resources

Submitted by Mary Wentland, Northeast District Coordinator



Tobacco Prevention and other resources:

smokeScreen was developed by the play2PREVENT Lab at the Yale Center for health and learning games. smokeScreen is a web-based video game focused on the prevention of tobacco use in youth ages 10-16. Smokescreen addresses a range of challenges that young teens face with a focus on decision making.

Currently smokeScreen is offering free access to students during COVID-19 go to

<https://www.play2prevent.org/>

I have signed up my classes at <https://www.smokescreengame.org/>

Mental Health Resources:

<https://medicine.yale.edu/intmed/genmed/games/> is a great place to stop and find various information on COVID-19 for students and how they can stay mentally healthy. Also available for anyone are free YALE college courses. Check one out, learning the science of well-being sounds like something we might all need right now.

As you transfer to teaching health online here are two resources to keep in mind:

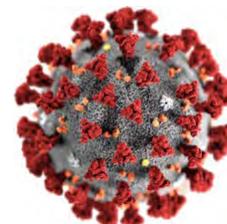
<https://sfusdhealtheducation.org/be-real-be-ready-2/>

<https://www.rmc.org/health-education-skills-models/>

If you have not checked out Andy Horne's hand washing rap now may be the perfect time to send it out to your students. <https://youtu.be/0Tao33mBRVk>

Here is a Health idea for middle school dealing with COVID-19.

We are having our students do one journal/habit a week. This keeps our students thinking about our current situation, but also tying it into the seven habits :) This was taken from Health Teacher Central by Carley Antonelli out of New York.



https://docs.google.com/presentation/d/1zfLPJK8x_zL9fOIkNDGDuQB8Cqpb1Ee5rXlPLi52E8I/edit?usp=sharing

Kaitlyn Bieszk, Middle School Division VP
Bay View Middle School
@bieszkPE



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.

HEALTH TEACHING IDEAS

Are We Eating Harmful Chemicals?

Submitted by Tammie Fick, School District of Shullsburg
WHPE Southwest District Coordinator



The Environmental Work Group provides ratings for endless products. Their website or app (ewg.org) is a valid and reliable site to check ingredients and provides a hazard score: 1-2 low hazard, 3-6 moderate hazard, 7-10 high hazard. Students can find products in their house, look up the ingredients and decide if they want to put those chemicals in their body. Standard 3, demonstrating the ability to access valid information, products, and services, will be addressed.

COLLEGE / UNIVERSITY NEWS



College/University Division News

It is late March and our world has quickly changed due to the world-wide pandemic. Many of us in higher education were instructed to proceed with “remote learning” for the rest of the semester. And soon to follow, all K-12 schools in the state closed and begun preparing to teach “remote” physical education.

In higher education, this situation brings a unique challenge with many unanswered questions. What happens to our student teachers, how will they complete requirements for licensure? How will methods classes facilitate learning experiences with no clinical placements? How will we teach activity-based courses as part of general education for students at our institutions?

All I can report now is how we have begun to meet those challenges. We have taken this on by taking one step at a time. We have found collaboration amongst colleagues and fellow WHPE members. We realize that being empathetic to the stress this puts our students under is at the forefront of every decision we make. We are looking to family members, friends, and pets to support us as we navigate uncharted waters.

As I look forward, I cannot think of a group of teachers more well-suited to take on the challenges ahead than health and physical educators. By nature, we have always needed to be flexible, nimble and adjust to many variables. Who’s heard this before, “You don’t have a gym today, we have an unannounced assembly.” How about, “Let’s have the health teachers address _____ (fill in any difficult topic here) in health class.” We are smart, savvy, and resourceful and will find ways to meet the needs of our students at every level. We will come out the other side of this stronger, more resilient, and better together.

Rebekah Johnson, Division Vice President



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

As I was looking over the article I wrote for the Winter Newsletter, I noticed the article ended with "Keep yourself healthy." We didn't have the polar vortex

that was predicted for late January, but little did anyone know back in December, what we were in store for regarding public health.

Coronavirus Crisis

The coronavirus crisis has presented us with challenges most of us had never anticipated nor encountered. It reminds me of the movie, *The Martian* (2015). In the movie, astronaut Mark Watney was presumed killed in a storm and left behind on Mars as the rest of the crew had to immediately leave the planet or risk having their space ship damaged and become stranded. Watney was not killed in the storm and found ways to keep himself alive, alone, until he could be rescued, which took over the equivalent of an Earth year.

When safely back on Earth, Watney addressed a group of astronaut candidates to talk about survival in space. He said the first thing is to get to work and figure out how to solve the first problem. Then, solve the next problem... and the next problem. In space, one is responsible for their own survival.

Those of us (all of us?) who are currently teaching through an alternative mode are in a similar situation. If we have always taught face-to-face, we now have had to solve a problem and come up with a new way to teach. We are fortunate in that we have people in our district or college/university we can call on. We have colleagues in WHPE we can call on.

Professor Emeritus Daryl Siedentop of The Ohio State University once said students will perform to whatever is required of them. My hunch is so will health and physical education teachers. Whatever we have to do to provide the best education for our students, we will do that. And we will continue to maintain high expectations of students.

Resources

President Vorwald sent out an email with remote teaching resources on March 13 and the March 5th Mores included more resources. You can also check out the Health and Physical Education Resource List under the Resources tab on the WHPE web site. There likely is a college/university professional who can help you with a problem.

Congratulations

Congratulations to **Penny Kroening**, who will begin her new position as WHPE Executive Director on April 16. Penny is a former National Elementary Physical Education Teacher of the Year and has served the organization as

Jump Rope for Heart State Coordinator, Health.Moves. Minds/Step it Up State Coordinator, Elementary Division Vice President, and Treasurer. Penny brings a wealth of ideas and knowledge to the position. Welcome Penny!

Thank You

This past October, 15 individuals volunteered their time to begin the process of rewriting the Physical Education Academic Standards for the state of Wisconsin. After many hours of writing, discussion, and rewriting, the new standards were approved on March 17. Fourteen of those individuals are WHPE members. A huge thank you goes to Wisconsin DPI Lead Representative **Sally Jones**; Writing Co-Chairs **Brett Fuller** and **Penny Kroening**; and Committee Members **Karen Albert**, **Jo Bailey**, **Todd Dalle Ave**, **Mikki Duran**, **Patty Kestell**, **Shannon Maly**, **Brock McMullen**, **Erika Molitor**, **Sandy Ortiz**, **Deb Sazama**, and **Will Westphal**. Some of these individuals either have served WHPE in a leadership role or are currently serving in such a role. Other individuals likely have the capability to serve in a leadership role in the future.

Adolescent Health Symposium

In February, I attended the Adolescent Health Symposium for the first time. The symposium was an interesting collection of presentations regarding risk factors, health promotion and protective factors, and emerging health issues. Clearly appropriate for health teachers, the symposium was also appropriate for persons who do not teach health but are concerned about the health of adolescents. The presentations gave me some ideas regarding potential topics and featured speakers for future WHPE Conventions.

The 2021 Adolescent Health Symposium will be February 18-19. Preliminary information on next year's symposium and a call for proposals is available at <https://myemail.constantcontact.com/2021-Adolescent-Health-Symposium----Call-for-Proposals.html?soid=1102200732159&aid=LmzgUnuPt-E> Consider attending next year's symposium. It is a worthwhile professional development opportunity.

Stay Focused

For obvious reasons, there will be a greater desire to get outside this year when warmer weather arrives in the coming weeks. That can make sheltering-in-place even more difficult. Stay focused! Do what you need to do to continue to protect yourself and others near you. Role model this behavior to your students. Remind them that even though the weather will be getting warmer, they still need to follow recommended public health guidelines. The more everyone stays focused on what needs to be done, the sooner we will be able to resume a normal life.



Future Professional Experience

by **Zachary Falk**, WHPE Future Professional Vice President
UW - La Crosse

Hello, I hope everyone is doing their best in this difficult time and staying happy and healthy. I am student teaching this semester and the closing of K-12 schools greatly impacts student teachers and students going out for field experience as well as current teachers. The valuable hands on experience that we need working and interacting with students before becoming a teacher is being taken away and that is difficult. My cooperating teacher, Nick O’Keefe and I had just finished up an awesome ice fishing unit. We were able to take the entire school, K-5 students, regardless of age or ability. The students were able to experience ice fishing and most classes caught at least one fish. The one lucky class caught a 40-inch Northern Pike (pictured below). Then, we had to start to move to online learning after our next unit. We have designed a Google Site where the students have access to activity ideas and an activity log to keep track of what they have done, and you can view it using the link below. The transition into online learning might be a little smoother at the university level, but it still doesn’t account for missing that crucial component of our education. Professors are working to weave in experiential learning tasks such as having them observe previous recorded lessons from other teachers and break down the videos. It is also a unique situation for future professionals that are taking lower level courses and they are now getting all their learning from PowerPoints or online presentations rather than real life experience. This is especially critical for some classes such as aquatics or CPR certification classes where that experience is a vital part of the class. Finally, I want to thank all current and future professionals for all the hard work they have done to adapt to this new situation and put the needs of the students ahead of their own.



Link for Google Site: <https://sites.google.com/lacrossesd.org/mr-o-physical-education/home?authuser=0>



Twitter and Blog Favorites

The SHAPE America chats on Monday nights, [#slowchathealth](#) blogs by [@carmelhealth](#) and cruising through the [#HPEatHome](#) feed for ideas are my favorite Twitter activities.

– Submitted by *Allisha Blanchette*

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

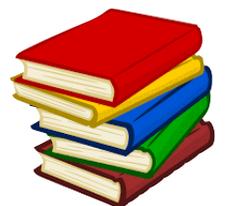
800-441-4568; 608-785-8175;
whpe@uwlax.edu

Good Reads

***The Shark & the Goldfish* by Jon Gordon**

– Submitted by *Kris Fritz, Sheboygan*

Very needed at this time to reflect on staying positive. One example from the book, what is the difference between fear & faith? Author talks about fear being a negative belief for the future & faith being a positive belief for the future.



***The Joy of Movement* by Kelly McGonigal**

is a must have for Health & PE folks.

– Submitted by *Allisha Blanchette*

Thinking of organizing a staff or family wellness program?
Here is what we are doing in Platteville this spring.

Spring into Summer : Wellness Challenge



Get a team of 3 and each member will earn points that will be added together at the end.

Physical Activity Challenge – Maximum 12 points per day.

Wear a pedometer (Fitbit, Apple Watch, etc.) For every 1,000 steps per day earn 1 point OR For Every 5 Minutes Working Out earn 1 point (i.e. 30 minute workout = 6 points; 10,000 steps earn 10 points)

Plus Add 1 Healthy Habits Challenge:

Week 1 Goal: Award yourself 1 point for each day that you drink at least 64 oz. of water (1 point available each day)

Week 2 Goals: Award yourself 1 point for each day that you spend 10 minutes of performing good stretching, meditation, or relaxation exercises + Award yourself 1 point for each day that you drink at least 64 oz. of water (2 points available each day)

Week 3 Goals: Award yourself 1 point for each day that you eat at least five servings of fruits and vegetables + Award yourself 1 point for each day that you spend 10 minutes of performing good stretching, meditation, or relaxation exercises + Award yourself 1 point for each day that you drink at least 64 oz. of water (3 points available each day)

Week 4 Goals: Award yourself 1 point for each night that you get at least 7 hours of sleep, or at least trying to sleep :) + Award yourself 1 point for each day that you eat at least five servings of fruits and vegetables + Award yourself 1 point for each day that you spend 10 minutes of performing good stretching, meditation, or relaxation exercises + Award yourself 1 point for each day that you drink at least 64 oz. of water (4 points available each day)

Week 5 Goals: Give yourself 1 point for each day that you substitute one of your normal food/drink choices with a healthier alternative (i.e. drink water instead of soda/alcohol, use fat free dressing instead of regular, carrots instead of chips, etc.) (5 points available each day)

Week 6 Goals: Refrain from checking any social media for at least one 2 hour block per day. + Award yourself 1 point for each night that you get at least 7 hours of sleep, or at least trying to sleep :) + Award yourself 1 point for each day that you eat at least five servings of fruits and vegetables + Award yourself 1 point for each day that you spend 10 minutes of performing good stretching, meditation, or relaxation exercises + Award yourself 1 point for each day that you drink at least 64 oz. of water (6 points available each day) * All teams will be given a google doc to report weekly totals on a google doc.

– Submitted by Maureen Vorwald, email me if you have any questions or want a copy of the spreadsheet.
vorwald@platteville.k12.wi.us

Members We Will Miss ...



Dr. Patricia Collins

Dr. Patricia Collins of Platteville passed away on Thursday, December 12, 2019 at the age of 88. Pat was a long time member of WHPE (formerly WAHPERD) and was awarded the WHPE Lifetime Membership award in 1993. Dr. Collins was a professor of health and physical education for 33 years at UW-Platteville where she started the Pioneer women's athletic program in 1966. She served as head coach for volleyball (1966-84), badminton (1966-84) and women's track and field (1966-80). She was the first women's athletic director from 1971-84. Collins was also instrumental in establishing the Wisconsin Women's Intercollegiate Athletic Conference. Dr. Collins was a 1992 inductee to the University of Wisconsin-Platteville Hall of Fame, 2012 Wisconsin Intercollegiate Athletic Conference inductee and was awarded the UW-Platteville College of Liberal Arts and Education Arts and Letters Hall of Fame at homecoming in 2012.



Ida Hinz

Ida Hinz of Eau Claire, passed away on Sunday, January 19, 2020 at the age of 98. Ida had been a member of WHPE (formerly WAHPERD) since 1942 and was awarded the WHPE Lifetime Membership Award in 1982. Ida joined the faculty at what is now the University of Wisconsin Eau Claire in 1949 and retired as Chair of the Physical Education Department in 1983. Ida took Ballroom Dancing at the Arthur Murray School of Dance to add this to her teaching program. After retirement, she continued lessons at the Arthur Murray studio where she furthered her learning and danced in competitions and showcases until October of 2015.

My Best HPE Ideas ... *By Crystal Gorwitz, Past, Past President*

I am lucky that I live less than a mile from my granddaughter. I walk to her house everyday and babysit her while my daughter works from home. I thought I would share several ideas I have been using as a caregiver during the COVID-19 virus that we have been doing together to get our 60 minutes a day of exercise.

Indoor Obstacle Courses

You can gather items in a bucket and have your child/children take turns helping to set up different obstacle courses for each other to try. An example of items I used around the house - pillows, small footballs, small baskets, stuffed animals, jump ropes, hula hoops, plastic mixing bowls, paper plates and plastic cups.

Healthy Scavenger Hunt

Gather healthy items (fruit, exercise clothing, yoga mats, healthy food from your pantry etc.) Hide the items around your house and take turns finding them and crossing them off the list. When you have gathered all of the items discuss with your child/children why each item is healthy.

Modified Tabata

I drew (using stick figures) several different exercises on index cards with the time to perform each exercise listed underneath - example Lunges 30 seconds. Then the rest time is listed on the next card - example 30 seconds. I started with 4 exercises and 4 periods of rest. I used the Seconds app and put it on my computer so we could both see it. It was really fun.

I hope everyone is staying home and staying healthy. My thoughts are with everyone in this difficult time.

Managing Your Own Self-Care

Typically, I provide information regarding physical education for students with disabilities. However, the recent events of COVID-19 have me thinking about a lot of different topics. During this unprecedented time in our society there has been a lot of information made available to teachers regarding how to delivery instruction to their students in a virtual format. Teachers within the health and physical education world strive on the face to face interaction with our students to deliver meaningful instruction. Unsurprisingly this can be a stressful situation.

Added on top of providing instruction in a new format is the stress of managing our own lives, as well as our own children. Personally, I find myself struggling at times on how to be the best husband, dad, and instructor all at the same time to those who depend on me. One thing that cannot be lost in this "new normal" is the importance of self-care. We cannot be the best versions of ourselves and expect to help others if we do not help ourselves first. The act of self-care is not a selfish act; it is an essential act. Additionally, managing self-care does not require a lot of time or time. In does, however, require intentionality. Being fully aware of the need to take care of yourself can go a long way to reducing personal stress and anxiety. Below is a list of activities to help manage your own self-care.

1. **Be realistic** – As a teacher, parent, spouse, family, etc... do not strive to be perfect and set realistic expectations for yourself and students. Provide yourself with grace during this time and well as self-compassion. This is uncharted territory for everyone so allow yourself a little slack during this difficult time. Being kind to yourself will not only ensure you stay calm during this stressful time but will allow you the bandwidth to take care of others.
2. **Prioritize health choices** – Just as we would instruct our students, developing health-enhancing habits can help us. Eating a well-balanced diet, including physical activity in your daily routine, and getting enough sleep are some basic recommendations. Also, keep in mind the first recommendation above to avoid emotional exhaustion. Be realistic, avoid perfection, and be thoughtful when it comes to your own healthy choices.
3. **Disconnect** – As the world turns to social media and news outlets for constant information on COVID-19 it is easy for our anxiety to run high. Make an attempt to turn off electronic devices and be present in your surroundings. When we begin to think ahead, we miss out on the opportunity to notice what is presently around us. We have been given the gift of time to slow down, spend time with our family, or start a new hobby. Disconnecting can be a great way of recharging your batteries.

We will get through this together and there will be stressful times. If you allow yourself to run on fumes taking care of your students and own family, you run the risk of depleting yourself physically and emotionally. Taking the time each day to practice self-care will allow you to refuel your tank to provide the love and support to those around you when they need it most. Please take care of yourself. And as always, thank you for all you do to make physical education a great experience for all students.

– **Tim Swenson - UW-Platteville, VP of Adapted Physical Education**

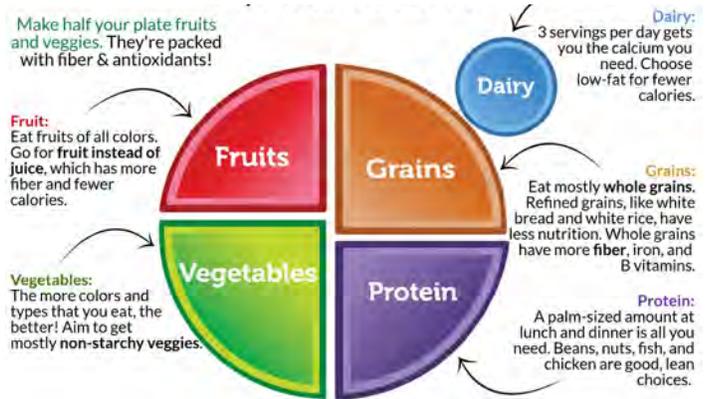
My Healthy Living Daily Goals Sheet

Working to achieve health related goals each day can help you develop good habits and maintain a healthy lifestyle. Below is a list of healthy goals to work toward achieving each day. Use the following charts to assess and reflect on your daily choices.

5 Daily Healthy Living Goals

1. At least 8 hours of sleep
2. Limit "screen" time under 60 minutes
3. At least 24 oz. of water
4. At least 5 servings of fruits and vegetables
5. At least 60 minutes of physical activity

Number of Hours of Sleep _____
 "Screen" Time Minutes _____
 Approximate oz. of Water _____
 Fruits Servings _____
 Vegetable Servings _____
 Total Fruits & Vegetables _____
 Minutes of Physical Activity _____



Did I meet my goals today? Yes No

At least 8 hours of sleep		
Limit "screen" time under 60 minutes		
At least 24 oz. of water		
At least 5 servings of fruit & vegetables		
At least 60 minutes of physical activity		

- Reflect on your choices today.
- What are you proud of?
- What areas of your life do you want to make changes to tomorrow?

- Submitted by Tim Mueller, Erin School District

there is no better time than now to start living healthy.

Fitness Monopoly

Take turns rolling a dice and moving your "game piece" to a new square and complete the exercise at that square. I strongly suggest everyone plays the same game piece and completes all exercises, go for a set amount of time, rounds, or until you have done all exercises.

When you get back to start get a drink and give yourself 1 point!

Dice Roller
Created By: Eliza Zwertler Sun Prairie Area School District emzwett@sunprairieschools.org

GO	10 Cross Body Jack	30 second hamstring stretch	30 High Knees	20 Skaters	5 Burpees	10 squat jumps	30 Second butterfly stretch	10 Sumo Squats	10 Lunge Jumps	Jump 5 Spaces Ahead
30 Second plank	15 Plank Jacks	20 Mountain Climbers	5 Burpees	20 Arm Circles	10 Push Ups	<p>8 Plank Ups</p> <p>20 Second Crab Walk</p> <p>5 Inchworms with pushup</p> <p>5 Burpees</p> <p>8 Vertical Leg Crunch</p> <p>10 Sit Ups</p>				Start Over
10 180 Squats	10 Side Lunges	30 second wall sit	10 Calf Raises	5 Burpees	5 Tuck Jumps					10 standing long jump

Two of our WHPE Board Members shared their plans to put on a Health.Moves.Minds event and Step It Up-Game On event. Check in with and see 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. THANK YOU KATIE AND JACKIE!!!

<p>Team Katie New Berlin School District WHPE Board of Directors Elementary Division Vice President</p>		<p>Team Jackie Waupun School District WHPE Board of Directors Member At Large</p>
	<p>The Dust has settled and the Final Numbers are in.</p>	
<p>I ran a JRFH event for 13 years. Last year my school raised just below \$15,000 for the American Heart Association. Our school earned \$1,000 in US Games certificates because we beat our prior year's total</p>	<p>In the Past...</p>	<p>I ran a JRFH event for 25 years. Last year between our two schools we raised \$18,800 for the American Heart Association.</p> <p>Our school earned \$700 in US games certificates between our two schools and we had to pay catalog prices which was only about \$350-\$400 worth of equipment.</p>
<p>My Health.Moves.Minds. event kicked off with an all school Adaptive Scholastic Athletic Program provided by Damian Buchman to teach students about adaptive athletics and promote his #RampUp Wisconsin Avenue Park program. Then we had our HMM week which involved a Ninja Warrior obstacle course where each of the 3 PE days that week had a different theme of healthy body, healthy mind, and kind heart where students received a lesson surrounding each of those themes prior to participating in the course.</p>	<p>What did your new event look like?</p>	<p>Our actual Step It UP GAME ON event was in the gym. Each grade level in the gym at once for 70 minutes during their specials block. During that time, Students did a combination of Jump Roping, Dancing, and Minute to Win It Challenges.</p> <p>March 17th was the date we had scheduled our Step It Up event. Everyone was going to celebrate of day of physical activity but that was postponed with no school in session due to Covid-19 and obviously the May 28th Day of Awesomeness may have to be rescheduled as well.</p>
<p>As part of our HMM event, our school gave back to Damian Buchman's #RampUP Wisconsin Avenue Park program to create and build an entire park for everyBODY. This park will have a universal playground, and inclusive walking trail, accessible play pockets and fitness stations, the first universal baseball field, as well as other community accessible areas.</p> <p>Our HMM program also supports WHPE as well as SHAPE America and our own school community.</p>	<p>What Community Service did you support or how is the event giving back to your School Community?</p>	<p>*One thing that drew me to this event was that not only was it doing to support WHPE with a greater % of our profits going to support Health and Physical Education in our state but the rest of the profits would stay within our local community.</p> <p>*We decided to support the Reach Waupun program right here in Waupun. REACH iis committed to improving the physical, social, emotional, and economic health and well-being of Waupun area youth through building relationships and providing opportunities. What better organization to support our students! REACH will benefit with a \$10,000 donation which will help tremendously with the Covid-19 and the extra community outreach they are doing.</p> <p>*The other portion of our profits will go to support our 1,000 students at Meadow View Primary and Rock River Intermediate School with playground/recess equipment.</p>
<p>I received a lot of positive feedback from staff and families about the program especially in regards to the universal park that it was supporting.</p>	<p>Feedback I have received</p>	<p>I have received a lot of positive feedback from parents about this event and how it is staying right here in Waupun and directly helping our own community!</p>
<p>I feel that this was a great program to follow, it was easy, and it allowed for the flexibility to make it what I felt my school needed to teach students about giving back to our community while learning about keeping a healthy body, healthy mind, and kind heart. If you have any questions feel free to reach out to me at Katie.Mulloy@nbexcellence.org</p>	<p>My lasting impression</p>	<p>592/890 students participated. We raised an amazing \$52,426</p> <p>It is super easy and did not require a lot of time on my end. If you have any questions feel free to reach out to me at jlark@waupun.k12.wi.us</p>
<p>Health.moves.minds.org</p> <p>Click on sign up. You will need to register if you are not a SHAPE America member. IT IS FREE to register.</p>	<p>How do I sign up to host my own event?</p>	<p>Call Mary Lee Flanagan 414) 510-3771 Or Email: marylee@stepitupkids.com</p>
<p>https://www.facebook.com/groups/2234929126725436/ health.moves.minds.com</p>	<p>Need more?</p>	<p>https://www.facebook.com/Step-it-Up-Wisconsin-339843523257667/</p>

Something You Can Use!

By Christopher Stratton, MS, CAPE

Lecturer- Human Kinetics & Health Education • University of Wisconsin - Oshkosh

Grading for Learning

Grading for Learning (GFL), or in some districts standards-based grading, has taken hold in many Wisconsin schools. McTighe and Wiggins (n.d.), provide an Understanding by Design Framework for educators to utilize and transition their classes from a traditional grading model to a GFL (or similar) model. The process seems easy in theory; however, there are several challenges during the initial implementation phase. At the beginning of this school year, the Appleton Area School District began implementing its Freshmen Physical Education course over to GFL. The process has been cumbersome, exhausting, and rewarding all at the same time. Ultimately, GFL puts the learning in the student's hands, allows educators to utilize more teaching strategies, and pinpoint what learning looks like in the class. The following breaks down McTighe and Wiggins's three stages of Understanding by Design and how they influence physical educators.

Identify Desired Results

During this part of the process, teachers must break down what they want their students to know, understand, and implement. An emphasis is placed on the transfer of learned skills to other settings. This transfer of learning is what gives meaning to the content, for without it, students are merely moving through the motions. Essential questions are developed to help clarify understanding. Transfer goals are also set that can lead into other coursework as well as students' daily lives. This stage in the model can take significant time. Input from all members of the professional learning community (PLC) must be obtained before the curriculum can be presented with fidelity.

Determine Assessment Evidence

Assessment outcomes become focused, and teachers begin to look at what evidence will be necessary to assess both performances, as well as other evidence, may be required. McTighe and Wiggins suggest six facets for understanding students can do: students explain, can interpret, can apply, demonstrate perspective, display empathy, and have self-knowledge. Between these six facets, and the assessment of performance, there is plenty of content to begin breaking down and rubrics to be developed. At this point in the process, growing pains start, and conversations of depth and breadth will need to happen during PLC meetings. A key to any assessment that is created is that it is aligned with stage one of the process. It is essential to assess by beginning with the end in mind. Once the desired results and the assessment are aligned, the real fun begins.

Plan Learning Experiences and Instruction

This part of the process is where teachers begin planning lessons for learning activities that "address transfer, meaning-making, and acquisition goals." The most important part of this process is allowing students to start a continuous cycle of learning. Through planned activities, students learn and explore the course material, make mistakes, draw inferences, adjust, and, most importantly, learn! While this is occurring, the teacher has the opportunity to give quality feedback to each student as they journey toward the end goal of the unit. Creating multiple learning opportunities for them to begin to formulate the big picture and how to transfer the newfound knowledge to their lives is what is most important.

Other Things to Consider..

Transitioning from a traditional model of grading to GLF can be difficult and time-consuming. It will require educating the public, parents, teachers, and students on the philosophical principles of GFL. In Appleton, we have moved away from traditional department meetings and transitioned to a PLC model where individual teachers come together to discuss details in GLF courses. Department meetings should be held at a separate time and include all staff members. PLCs take place with teachers who teach the same course across all the different schools in the district. These meetings provide staff a way to work together, across the district, to enhance the curriculum.

Common threads within all courses have already been a trend in the Appleton district. In our freshmen physical education class, students learn to develop and implement a personal wellness plan that is continued in subsequent classes and is a crucial component to the transfer of knowledge to their daily lives. Appleton runs a selective elective course for their remaining classes. Lastly, since grading on behaviors is not a practice in the GLF model, Appleton has created Career and Lifeskill grades that are reported during the mid-quarter and semester. These grades do not directly affect a student's grade point average but give insights into a student's attitudes and behaviors that influence their future levels of success. Overall, GFL is a different approach but creates a unique environment where students and teachers can work together through a learning process versus teachers telling students what they need to know.

References: McTighe, J., & Wiggins, G. (n.d.). *Understanding by design framework*. Retrieved from https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf.

Creative Equipment

Looking for inexpensive and creative alternatives of typical physical education and sporting equipment that allow the learner to acquire and practice developmentally appropriate skills. Check out the google site below created by one of our graduate students!

<https://sites.google.com/view/equipmentmodsape/home?authuser=0>

– Deb Sazama, EdD, University of Wisconsin La Crosse

“Reaching Obese and Homeless Students During Covid-19” Culturally Responsive Health and Physical Education

Dan Timm

The spring semester has been one that none of us will forget. It has challenged us to reinvent the wheel while driving the car and not wanting our students' education to digress. WHPE members are professionals and will do what is necessary to ensure their students continue on the path to healthy active lifestyles.

This article contributes to the current newsletter's emphasis on remote teaching/learning. Although teachers want all students to continue doing well during this time of crisis, there are certain individuals who may need some additional attention – obese students and homeless students.

Obese Students

Admittedly, physical education has the potential to be difficult for obese students. Carrying excess body weight can be tiring, inhibit body movements, and make learning new skills difficult. These factors can have a negative effect on the affective domain. A good teacher will not use a one-size-fits-all approach with students. Instruction will be individualized to students' needs.

During this time of remote teaching and learning, it is possible obese students may stray from the health and physical education instruction they have received and improvements they made in their personal health. Without a teacher's consistent encouragement, it simply may be easier for an obese student to become sedentary and make poor food choices (Puhl & Heuer, 2009).

When you communicate with your students about ways to stay active while maintaining social distancing, think specifically about any obese students you teach. Following are some ideas to help your obese students through these trying times (Li, Li, Zhao, & Lu, 2017).

- ◆ Provide differentiated tasks and instruction regarding skill and ability level.
- ◆ Modify goals, assignments, and content to accommodate differing skill levels and abilities.
- ◆ Allow students to select an activity according to their level of ability
- ◆ Provide enough activity choices for every student.
- ◆ Provide encouragement and compliments to obese students honestly and fairly.

Take time to individually communicate with your obese students. This personal attention might be the key to keeping them on track while they are independently learning.



Homeless Students

Homeless students are not as observable in a class as obese students. Teachers may think they do not have any homeless students in their classes and that may be correct. However, more public school students in Wisconsin are homeless than people believe (Wisconsin Department of Public Instruction, n.d.) and many times teachers may not be aware students are experiencing changing residences.

If you had students who exhibited unusual behavior or became a loner before schools went to remote teaching/learning, you may have had students who were experiencing changes in their lives. These individuals may now be living in a doubled-up setting or a shelter. Because the number of homeless individuals in the state continues to increase, both places present crowded conditions.

Students who are considered homeless have a great sense of needing to belong because of the upheaval in their personal lives. School can be a stabilizing influence for them; a sanctuary from other parts of their lives. With schools now being closed, that important stabilizing influence in their lives is no longer available.

Reaching out to homeless students can be very important. Just as personal attention might be key to keeping obese students on track, personal attention to a homeless student can provide that stabilizing element they need in their life. If students are possibly changing residences, how can you communicate with them? Homeless students typically will not have finances to own a computer or a cell phone. Talk with your school counselor or district homeless liaison. They might have contact information for students. Let the student know you are available if they wish to talk, but don't push them to talk. If they do want to talk, don't use the word, "homeless;" ask if they are experiencing a transition or change in their life.

Regarding assignments or other work you are having students do, remember shelters or doubled-up settings do not provide privacy or quiet times and space will likely be cramped. These residences may not have any immediate outdoor space for activities. What can you recommend to a homeless student to stay physically active?

The personal attention you give to obese and homeless students may mean the world to them. It might be the motivation for an obese student to continue making strides toward a healthy lifestyle. For a homeless student, it might be that notion of caring and sense of belonging they desperately need.

Li, H., Li, W., Zhao, Q., & Li, M. (2017). Including overweight or obese students in physical education: An urgent need and effective teaching strategies. *Journal of Physical Education, Recreation, and Dance*, 88(5), 33-38.

Puhl, R. M. & Heuer, C. H. (2009). The stigma of obesity: A review and update. *Obesity*, 17(5), 941-964. doi: org/10.1038/oby.2008.636

Wisconsin Department of Public Instruction (n.d.). Education for homeless children and youth (EHCY) data. Retrieved from <https://dpi.wi.gov/homeless/data>



WHPE Involved in WASB 99th Convention – “Expanding Your Vision”

Members from the WHPE leadership again advocated for quality HPE programs in schools on January 22-23, 2020 during the Milwaukee WASB Convention. CEO, Keith Bakken, Secretary, Jan Kunert, Treasurer, Penny Kroening and Past President, Doug Kane, staffed an informational booth and connected with policymakers from over eighty Wisconsin districts over the two days. They were joined by Past



President, Kris Fritz and President, Maureen Vorwald on Thursday who assisted in the booth prior to being part of a presentation team that included Tim Mueller & his Erin School student demonstrators for an afternoon session “Every Student, Every Teacher, Every School” – Opening Possibilities for All. This illustrated how they use OPEN curriculum in their teaching.

One administrator commented, ‘he had not had this much fun since he was a kid’, while another expressed, . . . ‘who knew a school board breakout session would offer so much learning in addition to affording opportunity for us to move and engage with others?’



WHPE expresses gratitude to all who helped make this participation at WASB Convention a success. Special thanks are extended to the Erin School student facilitators and their FUTP60 Advisor, Tim Mueller. Involvement at WASB is Advocacy in Action!

