



www.whpe.us

Our mission ...

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

As WHPE works to reach everyone, here are some news items to keep members informed...

Congratulations, Sadie!



Sadie Brown has been selected as the 2022 SHAPE America Midwest District Adapted Physical Education Teacher-of-the-Year. Congratulations, Sadie! The effort you put into your teaching and the benefits your students realize are truly amazing. The 2020 WHPE Adapted Physical Education TOY, Sadie also serves WHPE as the Adapted Physical Education Division Vice President. Best wishes as you advance to the national teacher-of-the-year competition.



for proposals on a multitude of topics in health, physical education, adapted physical education, and the training of teachers. How do you incorporate social-emotional learning and equity/diversity/inclusion into your teaching? The call for proposals is now open and the proposal form, along with other information, is available at <http://whpe.us/whpe-annual-convention> The deadline for submissions is March 15.

2022 Awards Nominations

Each year WHPE recognizes deserving individuals for their work in health and physical education. Nominations are now open for the 2022 WHPE Awards. Award descriptions and the nomination form are available at <http://whpe.us/awards> Awards will be presented at the annual convention in October at the Kalahari Resort and Convention Center. Deadline for submitting an award nomination is February 1, only a few weeks away.

Grants

Could you use some additional funding? Maybe for some new equipment or a special project? The call for grant applications is now open. Application information is available at <http://whpe.us/whpe-grants> How could you enhance your health or physical education program with a WHPE grant? Deadline for submitting an application is February 1, again only a few weeks away.

October Convention Presentation Proposals

The 2021 Convention was a huge success. As we look forward to the 2022 Convention, what do you do that you could share with your peers? I'm sure each of you does something unique that benefits your students and could benefit others. We are looking

Board of Directors Nominations

Every year, WHPE holds elections to fill positions on the Executive Committee and Board of Directors. The following positions are up for election this year: Treasurer and Member-at-Large (both on the Executive Committee); and Elementary School, Middle School, High School, College/University, Adapted Physical Education, and Health Division Vice Presidents. Vice Presidents serve on the Board of Directors. All positions are for a two-year term. Individuals must have been a WHPE member for two years prior to being elected to the EC or BOD and must remain a member during the time in office. Persons interested in running for Member-at-Large must have served a two-year term on the Board of Directors. Members can self-nominate or nominate a colleague. If nominating a colleague, please be sure that person is interested in serving in an elected position. Deadline for nominations is March 15. The nomination form is available at [2022 Nominations for WHPE Executive Committee and Board of Director Positions \(google.com\)](http://2022 Nominations for WHPE Executive Committee and Board of Director Positions (google.com))

Professional Development

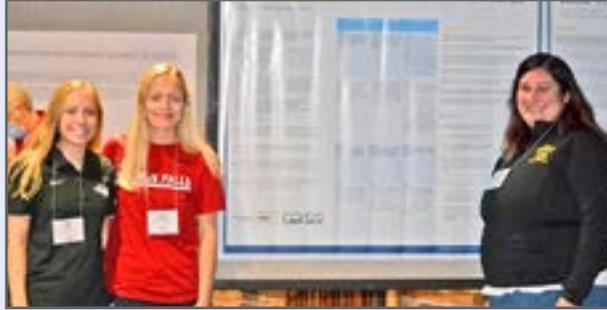
WHPE will be providing professional development during the winter through WHPE Winter Wisdom events, scheduled for the second Wednesday of the month at 7:00 p.m. The first WHPE Winter Wisdom was on January 12th and provided opportunities to discuss and collaborate on important and current topics within the following WHPE divisions – Elementary, Middle School, High School, College/University, Adapted Physical Education, and Health. If you missed it, watch the homepage, www.whpe.us, for the recorded Zoom sessions. Look for more information coming out about WHPE Winter Wisdom events in February and March.

Celebrate WHPE's 125th Anniversary in 2022
Watch for observances throughout the year and at our 2022 fall convention
Facebook: @wisconsinhealthandpe
Twitter: @WHPEOffice
Instagram: wisconsin.hpe
Smore and WHPE Newsletter

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2021 WHPE Convention ...



One thing you loved the most/learned ... at this year's convention:

It was great to be face to face again. Although all of the sessions I attended were good and I learned something from each of them. It is the hallway connections you make at convention that mean the most to me.

– Jackie Tenpas, Waupun Area School District

"As a future professional in physical education, it was amazing being able to partake in this year's convention for the first time! Having the opportunity to learn from so many intelligent educators and peers was one of the most incredible experiences I have ever been a part of. I was able to learn more about standard-based grading, cup stacking, and adaptive physical education sports/activities. Activities like these can help make our students more aware of the Paralympics and how we can learn to stay active and healthy regardless of our physical capability. I would like to thank every member of WHPE (those who were and weren't in attendance), for being a part of such an inspiring organization. It is your actions that help guide and motivate students like me to want to become such a marvelous educator! Thank you!"

– Abby King, UW-Stevens Point

Convention Experience Directly Impacts Student Learning

– Submitted by Kris Fritz, WHPE Past President

Sheboygan Early Learning Center students benefited from a WHPE Convention connection made by Kris Fritz. Kris has integrated literature into Pre-K themed activities for several years, but was unaware of the book “Run, Turkey, Run” until attending a session where it and a related activity were introduced. Due to her attendance at the WHPE Convention, she realized she could replicate what was demonstrated for her students. After connecting with her school Librarian, Kris found out that she was planning to read this book to students for the upcoming Thanksgiving theme.

Therefore, literature was brought to life in the gym offering children a ‘moving experience’ and critical thinking reflecting on what they had seen and heard in the library. A school EA commented that experiencing the book through movement in the gym was not only fun, but also that it helped children to connect to the story with authentic experiences. When asked about the book, one boy said, “It was way better in the gym . . .”

Thanks are offered to the presenters of this session for helping to facilitate learning by ‘reaching everyone’ – both teachers and students!



Congratulations to this year's convention survey winner, Erin Ralph of Webster School District. Erin completed the post convention survey and was entered in a drawing for a complimentary convention registration for 2022. For the latest information regarding the 2022 convention, October 26-28, 2022 at the Kalahari Resort, WI Dells, check out our website at <http://whpe.us/whpe-annual-convention>

National Board Cohort

Hello WHPE members. I am the WHPE Liaison for the National Board for Professional Teaching Standards. I would like to welcome you who are renewing or who are first time candidates to join our cohort to help support you during this rigorous process. Please fill out this [form](#) if you are interested or contact me directly at sortiz@sunprarieschools.org

– Sandee Ortiz-#NBCTProud

AWARD NOMINATIONS: WHPE has many individuals doing outstanding work in health and physical education. Each year the organization recognizes these deserving persons with an appropriate award. Nominations are now open for the 2022 WHPE Awards. Deadline for submitting an award nomination is February 1. Who do you know that deserves an award for what they do? For Award criteria, rubrics, and nomination form, check out our website at: <http://whpe.us/awards>

“Members Recognized at Awards’ Social”

Congratulations to our 2021 WHPE Award winners. Recipients were presented with their awards at the Awards social held in conjunction with the annual WHPE Professional Development convention, October 27, 2021 at the Kalahari Resort in Wisconsin Dells. A big thank you to the Awards Chair, Kris Fritz and her committee: Jackie Tenpas, Tim Mueller, Karen Petermann, and Lori Petersen.



Mary Lee Flannigan

ADVOCACY AWARD:

Mary Lee Flannigan and Milwaukee Public Schools Superintendent, Dr. Keith P. Posley/Milwaukee Board of School Directors



Milwaukee Public Schools

— WHPE Membership Longevity —

20 Year –

Stacy Cappozzo, Jane Gustafson, Jana Hillman, Mary Kennedy, Susan Karas Plawski, Deb Sellers, Dan Timm, Maureen Vorwald



Dan Timm Maureen Vorwald Mary Kennedy

30 Year –

Brenda Erdman, Shawn Fredricks, Tonya Gnewikow, Renee Marshall, Wendy Wiesjahn



Connie Stokes Doug Kane

40 Yr. and plus –

Beverly Bjornstad, Chet Bradley, John Breaker, Bill Budris, Karen Cowan, Margaret Dahlquist, Doreen Grams, Jon Hisgen, Doug Kane, Barb Moulton, Sharon O’Leary, Martha Schuh, Barb Sheffield, Connie Stokes, Shirley White, Christine Zvara

50 Yr. and plus –

Bob Bowen, Mary Jane Carreno, Kay Carter, AB Culver, Mike Davis, Richard Detert, A. Jane Ellis, Kris Fritz, Alice Gansel, Sue Grosse, John Kading, Laura Lee Luebke, John Rabe, Martie Stephens, Grove Wolf



FUTURE PROFESSIONAL LEADERSHIP:

Tommy Friday

MAJOR OF THE YEAR:

Rebecca Opp



PROMISING PROFESSIONAL:

Katie Shulfer

PHYSICAL EDUCATION TEACHERS OF THE YEAR:

Karen Albert, Elementary and Matt Pomeroy, Middle School



Matt Pomeroy Karen Albert Ian Lacasse

HEALTH TEACHER OF THE YEAR:

Ian Lacasse



HEALTH & PHYSICAL EDUCATION COORDINATOR OF THE YEAR:

Ashley Riley



LIFETIME ACHIEVEMENT AWARD:

Keith Bakken



HONOR AWARD:

Jo Bailey and Karen Petermann



OUTSTANDING SERVICE AWARD:

Ann & Brad Hanson and Mary Kennedy



PAST PRESIDENT AWARD:

Maureen Vorwald

MIDWEST / SHAPE AMERICA RECOGNITION



Kris Fritz



Jo Bailey & Brett Fuller

Patty Kestell - MW service as President
Kris Fritz – MW Presidential Citation
Brett Fuller- SHAPE service as President
Jo Bailey – SHAPE BOG service
Shannon Maly – SHAPE Secondary PE National TOY
Sandee Ortiz - SHAPE Midwest Midwest Leadership Team



Shannon Maly



Sandee Ortiz

Good Reads

Hello WHPE members! I recommend exploring the book *Strategies for Inclusion: Physical Education for Everyone (3rd Edition)* by Lauren Lieberman and Cathy Houston-Wilson. I frequently reference this book as a resource when developing IEPs and instructional activities for adapted physical education. It also provides an extensive amount of resources and ideas for teaching using the Universal Design for Learning (UDL) model, which I use with my general physical education classes as well.

– Submitted by: *Stephanie Fencil, Physical Education/Adapted Physical Education Teacher, Westby Area School District*

I recently read *The Wild Card: 7 Steps to an Educator's Creative Breakthrough by Hope and Wade King*. It is super motivating and gets you to think outside of the box. The authors are both classroom teachers, but they definitely will inspire any teacher! I highly suggest this quick read for all educators!

– Submitted by: *Morgan Serstad, HS Physical Education and Health Education, Pardeeville Area School District*



– Submitted by *Mary Wentland, Lakeland Union High School*

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
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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.

Celebrating 40 Years!!

John Breaker

I have taught Physical Education at the elementary school level for 33 years in Wisconsin with the last 30 years being in the Menasha School District. During those 30 years I was involved in coaching various sports including football wrestling, basketball, softball and Special Olympics. I was selected as the Menasha School District Elementary Teacher of the Year in 1978 and again in 2002.

My wife and I coached a 'Wizards' Jump Rope Demonstration team representing the Heart Association of Wisconsin and WAHPERD at many school assembly programs. I served a term as a WAHPERD district representative, and I additionally served a three-year term as the Midwest representative on the (then) NASPE Council for Children of AAHPERD.

I am currently staying connected on a professional level by substitute teaching and also co-ordinating the Menasha All City Track and Field Wellness Day which is a joint effort of the Menasha School District and The Menasha Recreation Department for the past 45 years. Also, during the Menasha Summer School Session, I teach a class that I developed to encourage walking at local parks and trails entitled 'Field Trips and Fitness.'

I have had an opportunity to impact curriculum at the local level as a district curriculum coordinator and also impact curriculum at the state level as a member of a Wisconsin State Committee for developing physical education standards.

As I reflect on the past 40 plus years that I've been associated with WHPE, I feel their efforts of advocacy for elementary physical education has been a positive support for me to help keep my focus on my personal goal that "... all kids need to feel good about being active."



Bill Budris

Since my retirement in 2001, life has had its ups and downs. The move to Cave Creek, AZ was one of the ups. Spending summers in Northern Minn. was definitely among the ups. Losing Barb, my wife of 36 years in 2010, was a downer. Being a volunteer for the Foothills Caring Corps, a service to the elderly, has been one of the ups. A condition called Ataxia, that restricts my balance and walking, is most frustrating. No more rope skipping, and exercise is limited. However, my pleasant memories of Wisconsin continue to be with me daily. WAHPERD, MPS, JRFH, BADGERS, PACKERS, BREWERS, WIZARDS are all part of my past that often bring a smile to my face as I relive the days of yesteryear. Colleagues, friends, student teachers and past students continue to be part of my daily life. Texting, Zoom and email make staying in touch so convenient. My summers are now spent on the Oregon coast in a Tiny House a couple of blocks from the ocean, with Arizona still being my winter home. The loss of JRFH, the perfect fit for our profession, was a sad day. So many of us had worked over the years to make it successful and profitable to all concerned. I encourage all of you to continue to support WHPE through membership, and leadership roles. Volunteering is a good thing. Be safe.



Karen Cowan

I was Executive Director of WAHPERD from 1974-1990 and Dance Division Chair over the years. I served as the Wisconsin Dance Council Executive Director from 1975-2007. I was originally from Sturgeon Bay and now have retired in Sturgeon Bay. Over the years I received several awards and recognition. Including the WDC - Margaret H'Doubler Award for Outstanding Contribution to Dance in Wisconsin in 2007 and the Award of Excellence from UW-Extension.

Doreen Grams

I received a BS Degree from UW-LaCrosse in PE, Health, with a Coaching Concentration in 1983 and a Master of Arts Degree from Aurora University in 2000. I taught physical education 31 years in the Delavan-Darien School District, 1 year at the HS level and 30 years at the elementary level. I retired in June of 2016.



Jon Hisgen

My career highlights include being a Health Education teacher for 25 years. I served as an Ad hoc instructor at Carroll University for 22 years. I was privileged to serve as President of WAHPERD from 1986-1987. I was the Health and physical education consultant for DPI from 1998-2013 and led writing of state standards for health and physical education.

Doug Kane

Doug Kane's professional career began in 1961 at the age of 19 as a camp counselor. Since 1961 he has been a leader for sixty consecutive years in many recreation programs. Since 1972 he has been in charge of numerous programs with the Whitefish Bay Recreation Department and has led the badminton program since 1975 (and is looking for his replacement in the near future) His teaching career began in 1967 as a physical education teacher in the Milwaukee Public Schools where he taught until 1997. Since 1997 until his retirement from teaching in May of 2021 he worked part time for ten years at a private school in addition to subbing. Doug has been a WHPE member since 1980. The greatest honor of his career was being WHPE Present in 1998. "SERVING TOGETHER, GROWING TOGETHER" was the slogan for his Presidency. From 1980 for about twenty-five consecutive years Doug held many other WHPE offices. In 1988 Doug was the WHPE Elementary PE TOY. Since that time he has been honored with recognition from WHPE, SHAPE, The Wisconsin Dance Council, and the National Park and Recreation Association. The biggest regret of his professional career was not being a WHPE member until he had taught for thirteen years in 1980 at the age of thirty-nine. His WHPE membership, leadership opportunities and his leadership opportunities in adult and youth programs in the Whitefish Bay Recreation Department have greatly contributed to his professional growth and leadership development.



Martha Schuh



Connie Stokes

I have been involved with our state organization since 1978. I am married to my wonderful husband Terry of 52 years. We have two children. Teresa (51) and Travis (48). We have four grandchildren ages 16-32 and 8 great grandchildren ages 1-13. We live in Menomonie, WI. I taught in the school I graduated from and never left. It was the perfect fit for me and my family.

I attended UW-Eau Claire - B.S. Physical Education and Minor in Psychology. I received my Health Certification from UW-River Falls. I later went to UW-Stout where I received my M.S. in Guidance and Family Learning. I continued my education at UW-Eau Claire and received 40 credits in Fitness and Corporate Management.

After graduating from UW-Eau Claire I started my teaching career at Menomonie High School in 1974. I taught High School Physical Education and Health. I also was the girls Varsity girls gymnastics coach 1974-1990. I retired from teaching in 2007. Currently I am the only substitute in the high school for physical education. I started my 48 year of teaching this fall 2021.

I also work for the Menomonie Recreation Department since 1972. I am currently teaching water aquasize to community members two mornings a week before school.

As a professional I have been very involved in my state, regional, and National PE/Health Organizations. I have held an office from 1978-2007. I was President for Wisconsin, Midwest District President in 1997 and on the Board of Directors for AAHPERD. I was TOY of the year for the state of Wisconsin in 1990. In 1997 I was Midwest District Secondary TOY.

I continue to teach because I enjoyed my career choice. I told my students one time where else can you work, get your exercise, enjoy and love what you do and get to collect a paycheck. My love for teaching and being with kids keeps one young. In my spare time I am a gardener and quilter. I enjoy spending time with grandchildren and family.

Christine Zvara

I was a Physical Educator at Gibraltar Schools in Fish Creek, WI from 1974-2013. I taught Middle/Secondary students, Adapted PE, and finished the last 7 years teaching Elementary Physical Education. I coached Girls Volleyball and Girls Track for 5 years, High school cheerleading 1 year and Middle School Cheer for 3 years, and I served as advisor/coach for a Jazz Dance Group for 2 years. Also I was JRFH Coordinator for Events at Gibraltar for 35 years and Dance for Heart coordinator for 2 years.

Throughout my membership in WAHPERD/WHPE, I was active in the Representative Assembly for many years. I remember Serving as District coordinator, VP of the Recreation Division, Chair and member of the WHPE Grants Committee. I was a long time member of the JRFH State task force (1981 - 2004), which also conducted many summer workshops in Wisconsin. I was honored to be WHPE State President (2001-2002) and then served as JRFH State Coordinator 7 years (2002-2009)

I received the following Awards:

American Heart Association JRFH Coordinator of the Year award 1993, AHA Healthy Heart Ambassador Award 1996, WHPE Teacher of the Year Award - 1995, Midwest Teacher of the Year - 1995, JRFH Educator of the Year - 2000, Past President's Award - 2003, Honor Award - 2009, Lifetime Achievement Award 2013.

Retirement has allowed me to enjoy an active lifestyle which includes bicycling, golfing, kayaking, pickleball, dancing, downhill skiing, cross-country skiing, and hiking.



Celebrating 50 Years!!



Bob Bowen

Shortly after graduation, actually Tuesday, November 5th, I enlisted in the US Coast Guard to avoid the Army draft of the Korean War assuming I would spend 3 years on the Great Lakes. That didn't happen as I spent 3 years aboard 3 different ships in the Pacific between the US and Korea doing search and rescue for shipping and aviation both civilian and military. Lots of water out there but when you're 18 you don't think of those things.

Upon discharge in 1954 I enrolled at the UW-Madison 1955-58 and was fortunate to be on the UW Gymnastics Team doing all that gymnastics stuff defying gravity. In December 1956 I was blessed with marriage to Sherin Rose Lemke from Medford. (www.sherinbowen.com) Words cannot describe this incredible woman with whom I am father to 4 great kids who have borne 12 grandchildren and currently 3 Gr. Gr. kids. Sherin's passing 12 years ago is my life's greatest tragedy. After graduation from UW in 1958 I taught Physical Education and Health and coached gymnastics at Granville/Brown Deer H.S. until 1966 when I moved to UW Stevens Point where I spent the next 31 years--with the exception of 3 years at Indiana University earning a doctoral degree--in a variety of positions from teaching to administration. My last position turned me into a world traveler as Director of Study Abroad with program trips to Britain, Poland, Germany, France, Italy, Hungary, Australia, New Zealand, Fiji, Hawaii and all places in between. I joined WAHPERD in 1958 and served as President of the association from 1984-1985.

I retired in 1996 and now live on our farm just north of Stevens Point where I spend much of my time supporting Wisconsin Nicaragua Partners. (www.wisnic.org) Earned my pilots license in 1968 and just received the Wright Brothers Master Pilot award from the FAA for 50+ years of piloting without incident. Still flying my own plane and I also fly search and rescue with the Civil Air Patrol. (30 years).



Mary Jane Carreno

Mary Jane Carreno has served in a variety of roles as both a regular and special education teacher for PK-12 physical education, specially designed physical education, health education, dance education and coached championship conference and state teams. She held educational leadership roles as Director of Physical Education, Adapted Physical Education, Health Education and Dance Education. To widen her experience, she was a High School Sub School Principal and Athletic Director/Activities as well. In addition, she had taught at universities and colleges in education areas at both the undergraduate and graduate levels, along with supervising student teachers and clinical experiences accordingly.

Currently, she is a "Master Educator Assessment Assessor," for the Wisconsin Department of Public Instruction. Additionally, she is a member of WHPE 125th anniversary committee; Board of Directors' member and chair education committee for Siena Catholic Schools; past chapter President, current nomination and music chair for Delta Kappa Gamma International; past award chair for Phi Delta Kappa International; and past chapter President and advisor for Phi Lambda Theta International.

As a life-time member of WHPE/WAHPERD, she has received numerous awards, leadership positions, and presented many programs at various local, state, Midwest and national conventions, conferences and school district professional development programs. To highlight her career, she has three master's degrees and doctorate studies in curriculum and instruction and administrative leadership.

Being retired and a life-long educator, she is thrilled to continue to offer her experience and knowledge by supervising student teachers, online virtual learning and credit recovery. To enrich herself, she is always looking for opportunities in Education. Being in Education has brought her dynamic background a dream of hers, since fifth grade and continues to be a reality every day.

In closing, Mary Jane wants to be remembered as having made a difference in the lives of each student. An example of this is: "One educator can make the difference in a child's life, future, success and the way a child sees him or herself forever."

Kay Carter

What I remember most about my time with WAHPERD was the chance to spend time with fellow teachers to share ideas and learn new things. It was an opportunity to rejuvenate!

Where I am now? I moved back to my hometown when I retired and built a house in the country in Juda. Yard work and a garden keep me busy. I have done some volunteer work with EKS and currently with our local Hospice program.



Mike Davis

My fondest memories as WAHPERD president (1976-77) involved getting to know so many outstanding individuals. Their commitment to the profession was inspiring and I learned much in conversations and at the meetings. To this day, I count many among my friends.

One of the strongest memories from my term as president, relates to the association's financial stability. It was obvious that to many, the budget was only considered a "suggestion". Hence, WAHPERD continuously ended the year in the "red."

This caused a serious financial situation. Many remedies were offered-- even one that as President, I could take out a personal loan. However, with the consent of the board, I sent a letter to all division and committee heads explaining the need to stay within approved budget. Moreover, any spending over the approved budget would be the responsibility of the vice president or committee chair. Amazingly, there was a surplus at the end of the year!



AB Culver



Anna Jane Ellis

I am living in a condo in Findlay, Ohio very close to my sister, Nancy and a bunch of her kids/grandkids. I left Oshkosh in 2018 and have been well and happy here. As of now I am recovering at home from a fall (broken leg) and under the care of Home Health therapists. I have zillions of memories of good friends and great times with WAHPERD buddies. A highlight was the convention in Milwaukee when Senator Proxmire was our guest, and

received a jogging suit from the Association...1975?...Now I text regularly with Vera Rinnac in Marengo, IL. She keeps me supplied with jokes, and news from Bob Bowen in Stevens Point.

Kristine (Kris) Fritz

Having become a WAHPERD/AAHPERD member over 50 yrs. ago, at the then 'strong suggestion' from A. B. Culver, I am still involved in the HPE Profession. I teach part time in the Pre K PE/PA program I initiated for the Early Learning Center in Sheboygan as part of my retirement emeritus obligation. In 2017, I wrote and published a Pre K PE book --"Move to Improve/Catch the Energy". I continue to serve WHPE as Awards' Chair and with involvement with WASB and other requested endeavors. April 2021 was the end of my leadership term as Midwest President and I now serve MW as Parliamentarian.

Resultant of having participated in Track & Field at UW-- L and later coaching it for South High, my most memorable WAHPERD moment was having the opportunity to co-present with Olympian/AAHPERD President, Lucinda Adams during the 2000 Convention, also my Presidential year. Three of my South track students acted as our demonstrators and seeing the joy they experienced doing so while sharing the Olympic experience when Lucinda placed her Gold medal on each of them, taking individual photos with them was priceless! They did not stop talking about 'the Olympic Lady' from Oct. until end of Track in June.

Throughout my 50+ years of learning/growing within the profession, I have been extremely fortunate to have interacted with many quality people who have contributed to my personal success as a HPE professional. I am very thankful to A. B. for her 'suggestion' to become a member.



Sue Grosse

Sue Grosse has been a member of WHPE (WAHPERD) since 1968. She joined during her first semester of teaching. Her career spanned 32 years, beginning at Gaenslen Orthopedic School and ending at the Milwaukee High School of the Arts. Her first leadership role was as Chair of the Adapted P.E. Section. Following several other chairperson positions, editorship of the WAHPERD Journal, and a stint on the Board, she became president of WAHPERD in 1987, appointed by Jon Hisgen and under the fantastic mentorship of A.B. Culver and Alice Gansel. At that time the Board had over 15 members and the Representative Assembly had 98 members. Elections had two candidates for every position. Throughout her career Sue has been a professional writer and speaker, particularly in the area of physical activity for individuals with disabilities and the area of aquatics. She now has her own consulting business and enjoys international travel, reading, cooking, and, of course, swimming.

John Kading

Still living in Appleton and wintering January - April in Green Valley, Arizona. Playing golf three to four times per week. I was President of WAHPERD in 1996-97, the year of our 100th birthday. That was the year of our first WAHPERD website. Still good friends with Sharon O'Leary and her husband Judd. At age 78, the golf game has slipped from 5 handicap to a 9 handicap. Peg and I also spend time in Chicago watching grand daughter Madeline play softball. Last three years her team won the Illinois state Little league Championships.



E. John Rabe

After 55 years in Whitewater, my wife, B. J. and I moved into our home on beautiful Munger Lake just outside the City of Lakewood Wisconsin. We made the move in August of 2017, and not without a great deal of discussion, considerations and soul searching. We loved Whitewater, however, have grown to enjoy our new home and are very happy here. We keep busy with yard work, church work, lake work, fishing fun, traveling, and attending athletic events in the area. Never a dull moment.

My most memorable experience came while I was President of WAHPERD in 1992-1993. In addition to being a part of an excellent organization with outstanding professionals, I was able to attend the 1993 National AAHPERD Convention in Washington D. C. AAHPERD was promoting the development of "Educate the Whole Child." A march to the Department of Education was organized and a Delegation of Leadership Members had an audience with the Head of the Department to discuss plans for a National Emphasis in our schools. I, along with other State Presidents were able to address the marchers with support for the initiative while gathered in front of the Education Building. A wonderful experience.

E. John Rabe - 585-727-0929 - ejrabe@centurytel.net





From Your WHPE President: Dan Timm

Happy New Year, everyone! January...a new month, a new year, a new beginning. People are often excited for the beginning of a new year. It represents an opportunity for a new start and change.

I've frequently wondered if life automatically changes from December 31 to January 1. Is there a difference between 11:59 p.m. on December 31 and 12:00 a.m. on January 1? Probably not, and that may be good for continuity. One thing that has been continuous for 125 years has been WHPE.

WHPE is celebrating its 125th Anniversary this year. The committee has been planning a year-long celebration. Each month you will be provided with historical tidbits to help you become more knowledgeable of the organization's past. Individuals who played significant roles in WHPE's history will be recognized as will events that have made WHPE into the organization it is today.

Everything that has happened in the past has been instrumental in what WHPE is today. One historical event influenced another historical event which influenced another historical event, and so on until we arrived at today. Any changes in the organization's past would have influenced the present of WHPE and its future. We are who we are today because of what has happened in the past.

Join me in learning about our past this year as we celebrate WHPE's 125th anniversary.

Summary of Board of Directors Meetings

After each Board of Directors Meeting, a short summary of items from the meeting will be included in the next newsletter.

October

- Approved Sandee Ortiz as Health Division Vice President.
- Reviewed and discussed the 2021 WHPE Convention

December

- Discussed ideas for the 2022 WHPE Convention.
- Will offer virtual professional development sessions, WHPE Winter Wisdom, during the winter months.
- Decided to focus on three action items from the Strategic Plan during the next six months: promote Health.Moves.Minds./Game-On, retain current members, and recruit new members.
- Board of Directors members will post weekly on social media.
- Approved Peter Toutenhoofd as a member of the Awards Committee.
- Approved Ann Hockett as the Future Professionals Advisor.

Congratulations to Ryan McKinney, Spooner Area School District

for receiving the 2021 Herb Kohl Teacher Fellowship. Fellowship recipients are educators who have been chosen for their superior ability to inspire a love of learning in their students, their ability to motivate others, and their leadership and service within and outside the classroom



College/University Division News

Recruiting students for Physical Education Teacher Education (PETE) and Health Education Teacher Education (HETE) has never been more important than it is now. The teacher shortage in many states suggests a need for more licensed teachers.

To address this need, SHAPE America provides resources for PETE and HETE program recruitment. Outlined on the recruitment page, SHAPE suggests opportunities to consider for various stakeholders from federal policymakers to K-12 teachers. Also included are position statements, presentations, journal articles, flyers, and podcasts addressing recruitment for PETE/HETE programs.

As WHPE members, we have a great community of folks in the college and university division to collaborate with to address this issue and many others regarding physical education and health education teacher preparation. Please watch your email for a survey on your interest in upcoming higher education zoom discussions.

– Rebekah Johnson, Division Vice President
rjohnson17@carthage.edu

WHY HAVE AN EVENT...

- Give back to your school and community in a safe way with our 2 week event. Choose the charity/organization you want to help. Students learn the value of helping others.**
- Wellness messaging for students**
*Water vs. sugary beverages
*Mindfulness tips
*Healthy eating
- Healthy fun for students and the community. Inspired by American Ninja Warrior. Implemented ONLINE by PE Teacher and event held in regular PE classes.**
- School earns 40% of funds raised and another 10% in PE equipment. 20% is spent on FUN student incentives. Meets National SHAPE standards & objectives.**
- Game On! can be held face to face or virtual. All funds are raised online for easy collection.**

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Health

Advocacy in Health

November knocked us on our backsides in my district. We had to deal with some incredibly difficult events. We were also in our Mental/Emotional unit in Health at the time.

During one particular activity we were making loom bracelets on our fingers as a regulation strategy but also to advocate for our ME Health. Students were directed to take 3 colors and had the choice on what their bracelets represented. They could choose the Cognitive Behavior Triangle, one color for thoughts, one for feelings, and one for actions or they could choose the Rule of 3rds. The rule is to acknowledge that about one third of our days will be difficult, one third fine, and one third could be amazing. The idea is to signify the acceptance of negative emotions and recognize life will not always be fun and happy.

This was an enjoyable experience that I would recommend but what really impressed me was that the students took looming to a new level. They used the bracelets to represent other things that were going on with them and began advocating for issues they were experiencing.

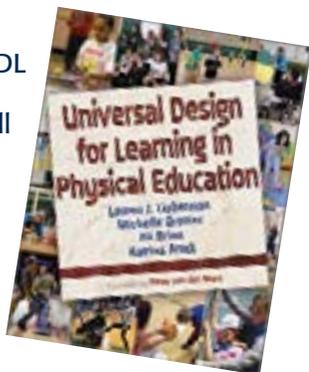
During a particularly difficult lesson for all of us, I brought the bands back out for an Advocacy lesson on Mental/Emotional Health Awarenesses. I wrote the colors on the board for several awarenesses relating to ME Health and invited students to make a bracelet for themselves, give one to a friend or donate one to the front desk for the rest of the school. Most kept them or gave them to a friend but I took what we had down to the front desk. By the end of the day, they were gone. Some students and I made more. Throughout the next couple of days several students came to class asking for more bands and then students from outside of class came for bands to make bracelets for the front desk.

Bracelets won't heal our district but the students who reached out to each other during this difficult time just might.

- Submitted by *Allisha Blanchette, DC Everest High School*

Resources.....

One resource that I have my students use is "Universal Design for Learning in Physical Education" by Lieberman, Grenier, Brian, and Arndt (2021). Universal Design of Learning (UD)L is a set of principles for eliminating physical as well as curriculum barriers that may exist for all students, not just those with disabilities. This textbook provides many helpful ideas related to instructional strategies, activity modification, assessment, applying UDL to students with severe and multiple disabilities, transition planning, as well as numerous lesson plan examples. Although this text relates well within my adapted PE courses, there are many ideas that can be used within any physical education classroom.



*Thanks,
Tim Swenson,
CAPE, UW-Platteville*

Health Resources:

Free professional development and comprehensive certificate programs to help you teach relationships in health education. Check it out here: <https://www.joinonelove.org/>

- Submitted by: *Mary Wentland, Lakeland Union High School*



SCAN ME to get signed up as an SEL Educator or Team Champion!



SCAN ME to get your WHY & HOW SHAPE America toolkit



SCAN ME to watch a quick kick-off video of what HMM is all about!

For questions or further information contact Katie Mulloy your WHPE Fundraising Coordinator at Katie.Mulloy@nbexcellence.org



I use the books **Chop Wood, Carry Water** and **Pound the Stone** by *Joshua Medcalf* with my freshman/sophomore PE classes. We listen to a chapter or two after intense physical days and they reflect on the lessons in the books. They are concise and are put into a relatable story - matches up with our social responsibilities for PE.

- Submitted by *Natalie Anderson, Independence School District*

MindUP is a **CASEL SElect program**, serving children ages three to fourteen. It has free membership. MindUP has been shown to reduce aggression and increase prosocial behaviors. Evidence also demonstrates MindUP's positive impact on academic measures, such as math and language arts. Check it out here: <https://mindup.org/mindup-for-schools/>

- Submitted by *Mary Wentland, Lakeland Union High School*

Elementary PE Teaching Ideas

Attention All Elementary Physical Education Teachers!!!

Hopefully many of you were able to attend the WHPE Fall Convention this past October and were able to add to your teacher toolbox and re-energize your battery. I personally found it so refreshing to be back to an in-person convention where I was able to reconnect with colleagues, formally meet some people I had only met through a computer screen, and make new connections. And as your WHPE Elementary Vice President, I'd like to connect with all of you! Please follow the link below and complete the VERY short questionnaire to help me better serve you!

<https://forms.gle/OezRky1Ho7thGMRDA>

– Kim Selby, Elementary Division VP
Wilson Elementary School, Sheboygan, kselby@sasd.net

Transforming Learning Tasks To incorporate Social and Emotional Skills

– Submitted by Cindy Kuhrasch

Whether we know it or not, we are teaching social and emotional skills in every one of our classes. The problem is that sometimes our learning tasks unintentionally encourage negative social skill practice. Instead, why not intentionally incorporate opportunities for positive social skill development? Here's an easy way:

Use the GOALS Acronym

- O G Has a strong goal
- O O Lots of Opportunities
- O A Age appropriate
- O L Includes Cognitive Learning
- O S Slanty rope variations

G - Has a strong goal

Students have a reason for participating.

For example-students learning to dribble a ball may be told to move around the room and dribble (no goal), OR dribble around the room trying to touch all the letter signs on the walls (goal)

O - Opportunities

Students get plenty of practice opportunities.

In a traditional relay activity, only one student practices at a time, but in an activity in which teams of students all go at the same time students get lots more practice opportunities.

A - Appropriate

The activity is developmentally appropriate.

Kindergarteners learning basketball WOULD NOT be appropriate, but students bouncing a ball at different levels WOULD be appropriate

Use SHAPE GLOs to guide your decisions

L - Learning in Multiple Domains

The activity incorporates learning in more than one domain.

Knock out tag teaches only in the psychomotor domain, but high five freeze tag includes the cognitive skills by encouraging students to help unfreeze one another.

S - Slanty Rope variations

Adds extensions and challenges to the activity.

Students learning to volley may try to keep a balloon in the air, but the activity can be extended by asking students to use only certain body parts, work as a group, or count the number of hits they can make within a certain time period.

Whoa or Yum Yum Nutrition Game

– Created by Tim Mueller @MuellerTimPE

This game is designed to be used in the classroom as a brain break or in the gym as an instant activity for grades K - 5.

Objective:

To allow for movement that develops different locomotor skills and spatial awareness, and also to help students to understand the food groups and proper nutrition.

Directions for Level 1:

Teacher says different foods and students either say "Whoa" or "Yum Yum." Students would say "Yum Yum" if it is a healthy food, and "Whoa" if unhealthy ("whoa" means hold up and don't eat too much of it).



Directions for Level 2:

Students sit down and say "Whoa" if unhealthy food is said. Students walk and say "Yum Yum" when healthy food is said.

- Example: Apples = Yum Yum and walk
- Bananas = Yum Yum and walk
- Donuts = Whoa and sit down

Directions for Level 3:

Food Groups = Different Jobs ... (Teacher says different foods and students move based on food groups.)

Junk Food = Whoa and Sit

Fruit = Yum Yum and Skip (fruits taste good & make us excited to skip)

Protein = Yum Yum and Push-ups (protein helps build muscle)

Dairy = Yum Yum and Dance (dairy makes us want to dance)

Grains = Yum Yum and Gallop (grains make us gallop like a horse)

Vegetables = Yum Yum and Run in Place (vegetables are very healthy for us so we can run)

Example of Level 3:

Apples = Yum Yum and skip ... After about 10 Seconds say walk (walk for 5 – 10 seconds before saying next food)

Broccoli = Yum Yum and run in place ... After about 10 Seconds say walk (walk for 5 – 10 seconds before saying next food)

Donuts = Whoa and sit down ... After about 10 Seconds say walk (walk for 5 – 10 seconds before saying next food)

Milk = Yum Yum and dance ... After about 10 Seconds say walk (walk for 5 – 10 seconds before saying next food)

Whole Wheat Bread = Yum Yum and gallop ... After about 10 Seconds say walk (walk for 5 – 10 seconds before saying next food)

Baked Chicken = Yum Yum and push-ups ... After about 10 Seconds say walk (walk for 5 – 10 seconds before saying next food)

Potato Chips = Whoa and sit

Put it into practice

Pick any one of the activities below and revise it to meet the GOALS criteria:

- | | |
|-------------------|-----------------|
| Dodgeball | Steal the Bacon |
| Duck, Duck, Goose | Line Soccer |
| Kickball | Red Rover |
| Musical Chairs | Simon Says |
| Relay Races | Spud |

Bring your revised activity to your students and observe the social and emotional transformation that occurs!

Figure 8 Challenge Long Ropes

Here is an activity that I love to use during my upper elementary (grades 3-6 or even middle/highschool) jump rope or team building unit.

– Submitted by: **Katie Mulloy, PE Teacher, School District of New Berlin**

Equipment: 4-6 long ropes depending on size of class - groups of 8 or more

Activity:

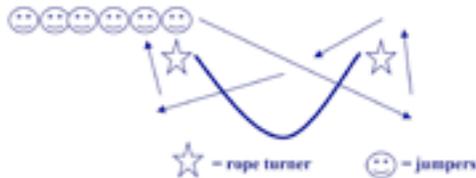
- Rope turners turn “front door” to where the jumpers are lined up (rope is turning toward the jumpers).
- All jumpers line up next to one of the rope turners in a straight line.
- Each jumper will enter the rope, jump 1 time, and exit at the opposite shoulder of the other rope turner (see diagram below). Jumpers should make a diagonal pass through the rope.
- Next, the jumper should walk around the rope turner and line up on the opposite side as they exited the rope. Wait until all jumpers from the original line are through the rope and lined up on the same side again before the second line starts.
- Jumpers should move very quickly and do not leave the rope empty for very long.

Challenge:

All jumpers enter, jump one time, and exit but this time the rope cannot be empty at all so as soon as one person is exiting the next person is entering. Count how many the group/class can do in a row without stopping the rope or leaving it empty.

****This is a fun school competition between the grade levels . . . students really get into it****

Scan this QR Code to see a video explanation and demonstration!



Favorite way to organize your students when they come into the classroom:

Routine is essential to good classroom management. I have my students wear the Fit Step Stream Pedometers from Gopher. I have a pedometer pocket chart on the wall, so when the kids come running into the gym they go immediately to the pedometers, reset them to zero, put them on, and go to the whiteboard to see the WOW (Workout of the Week). This gives me time to check who is here/absent, answer any questions kids have, or just get organized. This only takes 2-3 minutes and then we start class. On the whiteboard is also what we will be doing for the day, so you don't have those "What are we doing today" questions you always get! If I could give one nugget of advice after doing this for 28 years now, is that classroom management is ESSENTIAL. Establish routines and be consistent!

– Jackie Tenpas, Waupun Area School District

Boccer Ball

One of the main learning targets for my 5th and 6th graders focuses on the Strategies and Tactics of game play. I see this learning target come to life more through our invasion game unit than any other. I love hybrid games, games that combine the best of two sports into one. Boccer ball is one of those games that has high energy, full participation, and success for all.

Boccer ball is a combination of soccer and basketball. You have two goals, a soccer goal placed against the ball behind the basketball hoop on both ends. I have 5-6 players on each team. You can score two ways in this game, either soccer mode or basketball mode. The game starts with the ball placed in the middle of the gym like you would in soccer, except when game play starts, you place your foot on the top of the ball and roll it backwards toward your teammates. The game then starts in soccer mode. When the ball is in soccer mode, the ball can only be kicked and you can only score by kicking the ball into the soccer goal. At any time, you can transfer the game to basketball mode by kicking the ball up into the air (you just can't kick it up to yourself). If you catch it in the air, it is then played in basketball mode. The person with the ball can take up to 2 steps without getting called for traveling. The ball is then passed down the court. When you are in basketball mode, you can only score by shooting the ball into the basketball hoop. At any point you switch from basketball mode to soccer mode by just dropping the ball and it then goes to soccer mode. However you can't be in soccer mode and switch to basketball mode unless you kick it up to a person. You just can't pick it up with your hands. The goalie has special powers in this game. The goalie protects the soccer goal, but then acts like a center in basketball when they are basketball mode. The goalie can take as many steps as they want but must stay within their 3 point arc. The goal can pick up the ball at any time in the arc and can get it to their teammates by either soccer mode (kicking it) or by throwing it to them and starting it in basketball mode. They just can't throw it past ½ court when they put it back into play. When a score is made, the ball gets put back on the center court line and the team who didn't score restarts the game by rolling the ball back to their teammates like they did at the beginning of the game. My students love this game and can get 3,000-4,000 steps in a 30 minute class period!

Boccer Ball Demo Link

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

SHAPE America Undergraduate Student Leadership Network

Hello Future Professionals! This is Rylee Dorow, your Future Professionals VP and I wanted to let you know about a great professional development opportunity. I have attended the SHAPE America Undergraduate Student Leadership Network zoom meetings which is a free professional development opportunity provided by SHAPE America. Every month there are different topics that speakers discuss. Typically, there is some sort of “warm-up” before the speaker presents, and then following the presentation, participants are put into breakout groups for discussion or activities. During these meetings, I was able to connect with other students from all around the United States. I really enjoyed these sessions, specifically because I got to see what other universities and educators do depending on where they are located. To sign up for the meetings, all you have to do is fill out the attached form, and from there you will receive a zoom link. Hope to see you at a meeting!

Registration link: <https://docs.google.com/forms/d/e/1FAIpQLScBivYi4CktFrD2RcCnv4yUj8kdiogG8kpZpf6aXXiONiljA/viewform>

Elementary PE Teaching Ideas

Stations for Kindergarten PE!

– Doug Bradley, Richland School District

Thanks to our wonderful convention and a plethora of different Facebook posts from groups I'm involved in, I've learned that I am not the only one who is struggling with kindergarten PE this year. Holy Cow, these kiddos have missed out on MANY practice opportunities in the last couple years. After one month of Kindergarten chaos, I decided to completely rethink the way I instruct, assess and plan for these little friends in my future endeavors. Stations, stations, stations!

Yes, we all already utilize stations at almost every level. However, I decided that I'm going to use stations in 2 of every 3, weekly, lessons with my 5K friends. For example, I'm currently in the midst of an extended Locomotors unit and am doing 2 station days for each locomotor skill (Hop, Jump, Slide, etc.). I have permanently set up my gym to always have 4 stations. I split these 4 stations with my existing half court line and a long line of tape down the middle of my floor. Stations 1, 3 & 4 are all about that day's skill (this week is "Sliding") and station 2 is simply a fun station to explore playing with new equipment in a safe way (scarves, hoops, jump ropes, etc.) This way, I can split my kiddos into small groups, give them plenty of practice opportunities in different ways, keep them engaged and have a designated station for closer attention and feedback to a small group of students. My procedures for stations are very specific and consistent. After a few weeks of practicing, almost all of my 5k friends have the routine down without me even saying anything. My commands and procedures are:

- Stand in your "Station Box" and wait for the music to begin.
- Play at only your station with your partners.

- When the music stops, we all "Freeze", put down equipment and show Mr. Bradley "listening bodies".
- On "Go" you have 10 seconds to clean your station, stand in your station box and point to your next station.
- When everyone is ready, Mr. Bradley says "Move on!" and students reply "Let's Go!" and then travel to their next station box.

Thanks Joe Terrill (Westview Elementary - Platteville) for command ideas!

- After all students are standing in their station box, music begins and we go!

Finally, on day 3, I teach my students 1 new tag or warm-up game to prepare for next year and use the remainder of our 30-minute session for exploratory play time with new equipment (scarves, hoops, jump ropes, etc.) as they will soon be using this for their next station day. Pictured, you will see my permanent "station boxes" and the "racetrack" we use for warm-up and traveling to our next station. Just remember, we don't stop or go backwards on the racetrack or there could be a crash and that is not fun or safe. Eyes forward, hands to myself and follow the green arrows! :)



Elementary/Middle PE Teaching Ideas

Floor Hockey Stations

– Submitted by Ryan McKinney, Spooner Area School District

Objective:

To practice and improve floor hockey shooting, passing and stickhandling skills in a creative, fun, safe atmosphere.

Directions:

Students will rotate clockwise to different hockey shooting stations every 2-3 minutes. When it is time to rotate, students will set back up their station. When students are waiting in line, they perform a physical activity to maintain movement (jumping jacks, pushups, etc).

Station 1: Stickhandling

Students line up behind a row of spaced out cones. First person dribbles a puck in between the cones and shoots towards a stand up mat for a goal. Return the stick and puck to the next person in line.

Station 2: Bowling

Student stands on the poly-spot about 10 feet from 6 bowling pins and shoots a bean bag toward the pins with the hockey stick. Take two turns like in bowling unless you get a "strike." Set up the pins and give the stick and beanbag to the next student in line.

Station 3: Sniper Pin knockdown

Student stands on the poly-spot ten feet from a single bowling pin and tries to knock it over by shooting a puck with a hockey stick. Take one shot per round and then return the stick and puck to the next person in line.

Station 4: Through the hurdles

Student stands on a poly-spot 15 feet from a stand up mat as a goal. They try to aim a puck underneath 3 mini hurdles to score a goal. Return the stick and puck to the next person in line.

Station 5: Partner pass

Each student stands on a poly-spot in a zig-zag formation. The student farthest from the goal passes a wiffle ball to the next student and so on down the line. The last person shoots the wiffle ball towards a stand up mat to score a goal. The shooter moves to the starting position and everyone else moves one poly-spot down the line for the next turn.

Station 6: Rubber chicken

Balance a hockey stick on two cones. Attach a rubber chicken (or another object you can hang) to the center of the stick. Student stands on a poly-spot 10 feet from the chicken and tries to aim for the chicken using a wiffle ball and hockey stick. Return the stick and ball to the next person in line.

Station 7: Long Shot

Student stands on the poly-spot 30 feet from the stand up mat and tries to score a goal using a bean bag and hockey stick. Return the stick and bean bag to the next person in line.

Station 8: The Goalie

Draw a goalie on a big piece of cardboard the size of a goal. Cut out 5 holes at the corners and between the goalie feet and attach to a goal. Students stand on a poly-spot ten feet from the mat and try to score a goal by getting a wiffle ball past the "goalie" through the holes. Return the stick and ball to the next person in line.

Variations:

Adaptations include using shorter or longer sticks as necessary, larger targets, or closer proximity to increase success.

Middle/Secondary School PE Teaching Ideas



We! Connect Cards can be used to build creative conversations with students. Includes 60 questions, 10+ activities to help create a strong classroom community and build communication skills through play. Games can last 15-60 minutes. The deck has 40 cards with a variety of activities to do. These are great for instant activities and times when you need to regroup.



The Mindfulness game is designed to educate about mindfulness practice in a fun and natural way.

– Submitted by Shannon Maly
Sun Prairie School District

Do you play Pickleball? Consider giving the game Paddlezlam a try!

Paddlezlam can be a good lead-up game to Pickleball. All you need is your Pickleball paddles, pickleballs, and buckets. I bought 5-gallon buckets when they were on sale or maybe you can wrangle some up. Adjust the game by eliminating the "wipeout" option because there is no front center hole. The scoring has confused my middle-level students so each bucket has a how-to score sheet on the side. You can find directions on how to play on Youtube in a search for Paddlezlam or https://youtu.be/0uBw7luXT_g

– Jennifer Day-Nelson
Health and Physical Education, Dodgeville Middle School

Making a Mindful shift!

In my 24 years of teaching, my philosophy of what is most important in physical education has changed. When I first started, I felt that skills were most important in my class. I found myself skill testing a student often on the outcome of a skill but not realizing that we aren't teaching a unit long enough to really make that big of a difference in their skills. As the years progressed, I felt that fitness was the biggest driver of a PE class. As a department, we started each class with a grueling repetitive warm-up. As I ran into students years after they graduated, that was the memory they had. Needless to say, it was not positive. When we get right down to the why, joy and relationships are the most important outcome of my class. I want my students to learn good human behavior when working with one another. I want them to learn acceptance without judgment. I try to choose inclusive activities and games that will not only work on coordination and skill but create joy along the way. I want my students to gain a sense of confidence with their peers because I have created a safe environment. Physical Education is the perfect environment for social-emotional connections, growth mindset, and teaching students mindfulness. When we create a joyful and safe environment, students will have fond memories of our subject. Using a quote from the book Culture of Joy, "Those things you learn without joy, you will forget easily". Let's make Physical education a class they will never forget.

– Molly Dado
NW District Coordinator

Longboard for Outdoor Education

– Nathali Jones Central District Coordinator

Because Longboarding is a non-motorized means of transportation and popular on many college campuses this may be a cheaper alternative compared to maintaining bicycles for schools.

Our school purchased twenty-five Volador Long-Boards (42" Freeride Cruiser). I chose this option for 2 reasons: 1. The 8-ply hardrock maple makes the board durable for the cost and 2. The Trucks are exposed to allow for easier turning and maneuverability.

We also bought 25 wrist guards (half medium and half large) and used our dome helmets from our bicycling and broomball units for safety equipment.



The QR code links to a YouTube playlist which helped me as a teacher develop the basic skills to teach my students. I started all students out on a flat even surface, this can be a gym floor, smooth pavement, or in my case - the tennis courts (after the nets were taken down).

I started this as a single 5 day unit which is outlined below. Hopefully as we expand Longboarding into other classes, I may be able to expand this unit for Outdoor Education to include longer rides around the community. Each day I would leave 10 minutes for students to experiment with their movement. Not only did this help me pinpoint my experienced riders, I paired these riders up with beginners to allow them to practice evaluating movement strategies while their peers would learn to apply the basics. This allowed my beginner group more 1-on-1 attention as I worked my way to each individual student.

5 Day Beginning Outline:

Day 1: Nomenclature, fitting of helmets, fitting of wrist guards, choosing our longboard. (Depending on time, skill, and equipment you can show students one of the videos as an introduction to skills)

Day 2: Outside - Getting on the board / Board stances, How to Stop, and How to Push

Day 3: Outside - Review, How to Carve, How to pick up a longboard

Day 4 and Day 5: Outside - Review, apply the skills around your campus



Advice for a new teacher...

GET INVOLVED! There is a huge professional network out there with amazing physical education teachers who are willing to share, comment, and collaborate on anything you are having issues with. Twitter, Facebook groups, and of course our own WHPE organization. You are not on an island by yourself. I got involved with WHPE early in my teaching career and the connections I made early on, made me into the PE teacher I am today!

– Submitted by Jackie Tenpas, Waupun Area School District

Middle/Secondary School PE Teaching Ideas

How I use the website, www.wheelofnames.com, a random name generator, to create Fitness Fun Wheels for PE

When I started using the website to create fitness wheels, I kept it simple. I added about 20 exercises to the wheel. The students would spin the wheel and do the exercise for a designated time or reps. Then they would remove it from the wheel. They would continue the process until they cleared the wheel or met the time expectations.

As I played around with the website, I realized that I could get more creative by "customizing" the wheel. I could change up the music and sounds, colors, the number of options on the wheel, have the exercise removed after it was selected or not, set how long the spin was and what the spin represented, and even add images of the exercises or movements.

The students would do the Fitness Fun Wheel Workout using one person's device. They could work alone, in small groups, or we could do it as a class. Each device used would create a different workout.

There are lots of different ways to use WHEELOFNAMES. Here are just a few examples:

DECK OF CARDS WHEEL: This wheel represents a deck of cards and I used it to do the usual deck of cards workout. Assign an exercise for each suit of cards or have the student select from a list of exercises for that suit. The student would then complete that exercise based on the number of the card. Access my deck of cards wheel at this link: <https://wheelofnames.com/msz-g6q>

WORD WARM-UP WHEEL: At DMS we start each class with the ABC Word Warm-Up. Each letter of the alphabet is assigned a dynamic exercise. I asked students to give me words that would be good for our warm-up word and can use the wheel to find the warm-up word for the day.

HOLD IT! & HOME STRETCH: I created HOLD IT using images of isometric holds and HOME STRETCH using images of a variety of static stretches. Putting in the images is a great visual cue for what to do.

BEAST MODE: This wheel challenges students to clear the wheel. Be sure to give directions about when a rest takes place. In this one, the spin is the rest. Check BEAST MODE out: <https://wheelofnames.com/8jt-dpd>

SPIN AS A TIMER = HOW LONG TO REST or HOW LONG TO DO THE EXERCISE:

In BEAST MODE the spin is the rest time. Another option for timing is having the spin represent how long to do the exercise. If the exercise is a plank hold, the student would then spin the wheel and begin the exercise continuing until the wheel stopped and the next exercise is selected. The max time is 60 seconds. Students can seamlessly move from one exercise to the next. I create different directions for each wheel.

STUDENT CREATED FITNESS WHEELS:

Now it was time for students to create their own. They had to create a fitness wheel using the space they had and the equipment (if any) available. This was great during virtual PE. Once they created a project that met the grading rubric they had to share it with me (students need to make sure to get THEIR personalized link) and complete their own workout. Each student created a workout that was personalized and challenging. The workouts were unique and it was fun to see what students came up with. Students then would share workouts or opt to do a classmate's workout.

EMO BINGO: In health education, we use the wheel for Emo Bingo and a few other games.

Beware, if a wheel link is not used for 365 days it is deleted. To prevent problems, I created my list of exercises in a doc and copied and pasted it into my creation.

Check out this great resource! Try out one of my shared links, create your own wheel, or create a unique way to use this in your space.

– Submitted by Jennifer Day-Nelson
Health and Physical Education,
Dodgeville 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



Helping Kids with Autism

I was struggling with my severe autism class at the beginning of the year to follow directions and stay on task. I saw a YouTube video someone else had created and thought I would give it a try with my students. I create and share a weekly video with the classroom teacher that foreshadows what we will be doing in class. She shows it before they walk to the gym. It has helped 100%! Instead of the kids entering and running all over the gym, they enter and stand on their spots. We do our exercises, they run their laps and stay on the black line, and we get to our main activity with zero off task behaviors. The paraprofessionals cannot believe it is the same group of kids from their classroom.

<https://drive.google.com/file/d/1XUWINPrzfK0I3roPBS69cBE8BhR8IQf/view?usp=drivesdk>

– Letitia Rask-Barrows, Green Bay Area Public School District

HOW TO SUPPORT ADULTS WHO SUPPORT STUDENTS IN PE

Submitted by: **Sadie Brown, APE Teacher, Sun Prairie School District**

I often tell people that 75% of my day for the first several years when I started my APE job was spent managing the other adults who worked with my special education students. Do you ever feel that in your classes? Why do we think other adults have such a hard time being in PE?

I am not an expert in this field but here is what I have determined after 13 years of teaching, why some people do not feel comfortable supporting kids in PE. Many adults when I ask say they did not enjoy PE themselves and therefore do not enjoy helping kids move either. As sad as that is, we must really keep that in mind when we are asking people to help our students. Secondly, PE is just a very foreign subject to many staff and they don't really understand the curriculum or what standards we are trying to teach. Games that seem very common to us can be very new to others, so we must realize that knowledge is key for our adults in the gym as well. Can we share a quick video or write up of the activities with them in advance? How can we include them in the planning?

I decided to be a little more proactive a few years ago and sent out a document to ALL staff that support students in our PE classes (both special ed assistants and teachers). I tried to keep it positive, upbeat and help them see that all I wanted was what was best for ALL students to be a part of class. So many of my students need that adult to help them either hand over hand or talk them through the rules of the game. If the adult is not interested or disengaged it makes for a very unsuccessful class for my student. I also try to chat with the adults before or right at the beginning of the class to talk about how the student is doing that day, what we are doing in class, and how they can help. This document is not the perfect answer but it does help set a positive mindset going into the school year or semester. Feel free to make a copy of this document and use your own words to make it fit your staff, but hopefully it will help with some of the communication breakdown, engagement and negative thoughts people have around supporting kids in PE. Expectations of Staff in PE::

EXPECTATIONS OF ALL STAFF SUPPORTING STUDENTS WITH SPECIAL NEEDS IN PE

During PE we are looking for people who will support ALL our students by doing the following things:

LOTS OF ENERGY & EXCITEMENT - we need people who are excited and energetic about the activities we are doing which means positive conversations about activities always, even if it's something we might not like to do or are nervous about we need to show energy and excitement so the students have a positive experience.

POSITIVE TALK ABOUT STUDENTS ABILITIES - we need people to help our peers learn about all the great qualities of the students they are working with, conversations should be about what they CAN do.

PHYSICAL SUPPORT & GUIDANCE - we need people who will stay involved in the activities we do by participating and playing. If not playing (or unable to) then helping guide the other students on how to BEST HELP the peer they are working with be an active person in class.

COMMUNICATE! - no one is perfect and we are all learning, we hope that any thoughts, ideas, concerns, etc. will be brought to our attention so we can handle them or discuss with the students' IEP team around best practices for that student. If you have an idea about how to include a student within an activity let us know!

BE PRESENT & ENGAGED - we value you as part of class so please be a part of the conversations, working with peers during

activities, try to stay off phones, play games with us, and stay for the whole time.

We need ALL HANDS ONDECK for some of the unites we do because of the safety of all involved. We expect that any **staff coming to PE get in the POOL** for those unites for students who need additional support and cannot swim on their own with or without a life jacket. We cannot expect peers to help them in a high risk type situation.

Thanks for all you do for our students! We know your job is not easy and we value you so much. Your knowledge and input on our students is so important. Please know we just want to make PE the best experience for all our kids and you so please let us know what we can do to improve it! **Thanks!!**



Technology Corner:

HEART RATE MONITORS:

We use Heart Zones blink armband sensors to measure heart rate. Students' heart rates are projected onto the wall and can be recorded for documentation. We have found heart rate monitors to be a great learning tool for students and teachers. As a teacher, I can see in real time if an activity is helping students achieve a target heart rate or if it may be too challenging or not strenuous enough. I can make adjustments either in that lesson or reflect for future lessons. Students also have the ability to take some ownership of their workout and increase their activity level if they are below their target heart rate zone. Rather than grade on perceived effort, we use data of time students spend in the target heart rate zone to assess S3.M6: Participates in Moderate to Vigorous Aerobic Physical Activity.

TIMING SYSTEMS:

We use Freelap Pro timing equipment to measure sprint times. Students wear a bluetooth chip that clips onto their pants (or we let students attach them to flag belts if they are more comfortable) as they run between two sensors. The timing software lets us time speed quickly and accurately. Students use this in their goal setting for the year and we have found it to be a great motivator. We have found that many of our students dread PACER assessment days, have not found it as a good motivator, and have not made significant improvements in their aerobic capacity. By focusing on quicker goals and the enjoyment of movement, we have found students making more significant strides in their cardiorespiratory health.

- Submitted by Ryan McKinney, Spooner Area School District

TEAM SHAKE APP

Looking for some new ways to make teams or mix up groupings for your health or physical education classes. The team shake app is just what you are looking for. You can quickly import rosters into the app, so the initial set up is a breeze. You have the opportunity to set each individual's ability level on a scale of -5 to 5, which can be a huge help to quickly divide students into groups. If needed, you can use a setting so students can always oppose players or make sure students stay on the same team, depending on what your specific needs are for each class or groupings. You can separate your classes into groups of specific numbers or divide them evenly into how many teams you need. When my teams are created, I enjoy sharing an image of the team to an email address, so I can print the teams off and be prepared for all classes arriving for that day. Team Shake sure does make grouping students together simple! Check it out and see what you think.

- Submitted by Matt Pomeroy, Merton School District



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Greetings to all!

What a wonderful feeling it is to have completed our 2021 WHPE Fall Convention in a face-to-face format. Vibrant energy filled the halls and session rooms. Health and Physical Educators creating and renewing established networks. We have so very much to share and learn from

our like-minded fellow members! I would like to take the opportunity to thank those who presented, those who volunteered, those who exhibited, those who mentored a fellow 'newbie', and those who attended to gather and grow. I am confident that Future Professionals who attended had ample opportunities to meet and talk amongst their campuses as well as mingle amongst the professional membership looking for opportunities to broaden their world.

For those who did not attend...we missed you. Due to limited substitutes, the threat of COVID contamination, restricted funding, or perhaps schedule conflicts, whatever the reason we know you still have a need for professional development, advocacy, and networking. WHPE is at work every day for you!

- **Need funds?** WHPE Grant Program <http://whpe.us/whpe-grants> Apply by February 1, 2022. Historically, the grant awards are around \$2000. Click on the link to learn more about this opportunity.

GRANT APPLICATIONS: Could you use some additional funding? Maybe for some new equipment or a special project? The call for grant applications is now open. Application information is available at <http://whpe.us/whpe-grants>. Give some thought to how you could enhance your health or physical education program with a WHPE grant. Deadline for submitting an application is February 1.

- **Awards!** WHPE Awards Recognizing and Supporting our Community <http://whpe.us/awards> Deadline for submission of nominations is February 1, 2022. Visit the link to view the extensive list of awards. In the list, each award is listed along with the focus and rubrics. Nominate your special person today!

- **Communication.**

- WHPE creates 3 newsletters each year. Feel free to submit an article.
- Monthly Smore updates
- Website: <http://whpe.us/>
- Facebook <https://www.facebook.com/wisconsinhealthandpe>
- Facebook APE group: <https://www.facebook.com/groups/whpeape>
- Instagram: [wisconsin.hpe](https://www.instagram.com/wisconsin.hpe)
- Twitter@WHPEOffice

What you do every day in your classroom makes a difference in the lives of our students and community. Your success is difficult to measure on a rubric or scorecard. Your success can be heard and seen through students' interactions. Your success can be a topic of conversation within a peer group or around the dinner table. Active membership within WHPE will help you make a positive difference in the lives of your students, your classroom, and your community.

Before I close, I want to invite you to contact me or a WHPE Board member if you have a need, wonder, question, or resource to share. We are working in real-time to facilitate a supportive network and professional learning for our members. Board member contacts can be found on our webpage at <http://whpe.us/officers> My email contact information is: pkroeningWHPE@gmail.com