



www.whpe.us

Our mission ...

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

From your President . . . Jo Bailey



Teaching in general, and physical education in particular, have taken some tough hits in the past year. Our profession as a whole has been vilified by many different sectors of the community. The passing of senate bill 95 led to school districts approving waivers for physical education and to physical educators fearing for their future. The Madison State Journal even went as far as to write an editorial piece on why the Madison School Board's decision to allow waivers for physical education made sense (see <http://bit.ly/V46TfS>). Unsurprisingly the writer of that editorial had a very outdated and uninformed view of physical education and its role in education. One can clearly see how a parent might read this article and subsequently visit with their child's school board to demand the same waiver. That is exactly what happened in one WI school recently.

There is no doubt that physical education has undergone a complete paradigm shift in the last 15-20 years but yet the public perception remains firmly entrenched in the past.

So as we begin 2013 here is my challenge to you: Make 2013 the year you contact your legislator, present to your school board, invite your local media in to your school, or create a PE/ Health newsletter.

We need to move the conversation away from the negative views people hold towards

physical education and health and encourage parents and school boards to start asking "Why isn't my school delivering high quality health physical education?", "Did you hear what physical education looks like now?" and "What did you learn in physical education today?"

How can WHPE help you? Use the resources and position statements on our website – the presentation Brenda Erdman and I did on the "Why and How to of approaching your School Board" at the 2012 WHPE convention is posted in the resources section. Contact us– we are here to help you!



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2012 WHPE Convention a Success!

Last year's convention was held at the Country Springs Hotel in Waukesha, WI on October 26-28th. There were 750 attendees who enjoyed over 60 breakout sessions and more than 30 exhibits. Other highlights included the Passionately Pink 5K Run/Walk in honor of President Crystal Gorwitz, the Susan G. Komen pink kayak raffle, won by Joelle Dunlavy and the Rubber Duck Race in the waterpark, won by Julie Lobitz. Plans are underway for this year's convention to be held once again in Waukesha on October 23-25, 2013. Check out the webpage for updates at www.whpe.us



A Member we will miss...



Ernest J Gershon passed away on Sunday, September 23, 2012. Gershon graduated from the State Teachers College (UW-La Crosse) in 1937 and served on the faculty at UW-La Crosse from 1946 to 1983. He was very involved in the gymnastics program at UW-La Crosse. Gershon had been a member of WHPE since 1938 and served as the organizations President from 1954-1955.

Thanks to the following people who sponsored a Future Professional to the banquet...

Kris Fritz, Larry Kartz, Fran Kasten, Mary Kennedy, Jan Kunert, Anita Palmer, Lori Petersen, John Rabe, Sue Reinhardt, Martha Schuh, Perry Sylvester, Rosie Sylvester, and Shirley White.

To present or not to present, that is the question!

Have you ever been to a conference or convention and thought afterwards that maybe, one day, you would like to present? Or does the thought of standing up in front of your peers fill you with fear? Either way, with program proposals for the 2013 WHPE convention due in March, now is the ideal time to take the plunge towards your first presentation.

Why you should present

We all have something to share – you may have the best unit idea, best organizational system, or best assessments out there but without sharing them with the rest of the health and physical education world others will never know. There have been many occasions when I have gone to a session and learned how to put a new spin on an activity or concept. When we share the knowledge we have, everyone – students especially – wins.

Comments/advice from presenters

- Be yourself! You have both knowledge and passion and you will inspire others with what you do in your classroom
- Attendees always love active, practical sessions that address outcomes, infuse APE, and differentiate instruction.
- Presenting was a rush. It was like competing in a sport, putting myself out there for the possibility of failure or people not liking my ideas but knowing the true failure comes in having something to share and remaining silent. Each of us can't think of everything but together we can come up with a fantastic variety. That's what WHPE is all about.
- The connections I have made from presenting have been amazing. I also learn tons from attendees who come up with ideas I had not thought of that I can take away with me.
- I was very nervous but it was a great experience and I am so glad I decided to present. Now I look forward to having the opportunity!

Still not sure? Contact us at WHPE – we'll be glad to help! You can find the program proposal form on our website at <http://www.whpe.us/Convention.htm>

Awards Presented to Members at Convention Banquet

The annual Awards' Program took place at the WHPE Convention Banquet Thursday Oct. 25, 2012 in Waukesha. Those in attendance celebrated 'building the foundation for a healthier generation' by recognizing collegial accomplishments.

Award Chair, Kris Fritz, introduced her committee: Mary DeMunck, Chris Rumbelow and Scott Sponholz who together presented numerous awards throughout the evening. Karen Cain presented Memorial Scholarships in honor of Larry Cain to professional, Lori Petersen and student, Katie Schultz, both of UW – LaCrosse.

The following individuals received Association awards:

Citation: Mary Andrae, Jerri Dreikosen, Doug Kane, Tim Schroeder; Kris Fritz

JRFH/HOOPS: Karen Albert, Crystal Gorwitz; Sherry Hintz

Student Leadership: David Lostetter

Promising Professional: Heidi Wara

Health Educator: Mary Wentland

Teaching Honor: Marquell Johnson, APE; Patty Kestell, Elementary; Brian Marx, Middle School

Recognition: Lori Petersen

Lifetime: Rosie Sylvester

Award of Merit: Brian Marx

Service Awards: Brenda Erdman, Brian Marx; Marcia Schmidt

President Growitz was honored as a 20 year breast cancer survivor with an Official State of WI Commendation from Governor Scott Walker who acclaimed her as 'not only a survivor but a 'thrivor' who has impacted many lives through her work in Health and Physical Education.

Retirement recognition was extended to: Chuck & Mary DeMunck, Cindy Forsythe and Marcia Schmidt. Individuals being recognized for extended service were: **20 Year Members:** Sue Barnard, Denis Barnard, Dana Berns, Sherry Craig, Judy Domaszek, Stephanie Giannunzio, Mandi Hendricks, Jane Koval, Nancy Nelson, Rory Suomi and Rosie Sylvester

25 Year Members: Victoria Blaskowski-Olson, Susan Damske, Jan Kunert, Dan Parlier and Chris Rumbelow.

Kris Fritz was acknowledged by Midwest President, Rosie Sylvester for having been awarded the **AAHPERD/ NASPE Joy of Effort Award** and President Gorwitz recognized Kris with **Special Recognition** for her impact on the profession and long service to the Association. Crystal also gave special recognition to California native and WHPE member, Kristen Okura for her impact on the profession, especially in coming so far to Wisconsin to present sessions for professional development over the past few years.

The evening was concluded with the 'passing of the gavel' to new WHPE President, Jo Bailey.



Rosie Sylvester, Mandi Hendricks



Dan Parlier, Sue Damske, Vicky Olson, Jan Kunert



Marcia Schmidt, Chuck Demunck, Cindy Forsythe



Brian Marx



Doug Kane



Jeri Dreikosen



Crystal Gorwitz



Karen Albert



Sherry Hintz



**Lori Petersen,
Katherine Schultz**



Rosie Sylvester



Heidi Wara



Lori Petersen



Crystal Gorwitz



Brenda Erdman



Marcia Schmidt



Kris Fritz



Dave Lostetter



Brian Marx



Marquell Johnson



Patty Kestell

From Your Future Professionals VP ..



As I am writing this, it is the beginning of finals week here in La Crosse. By the time you get this newsletter it should be over winter break and I hope you are all happy and healthy as you enjoy the holiday season.

To start with, **SAVE THE DATE!** Saturday, April 13th and Sunday, April 14th 2013 is the date for the Future Professional's Conference in La

Crosse! Within the next few weeks, fliers will be going out to all of your professors and to those you have listed there email address so you can all register.

I am also looking for 1 -2 groups of student presenters that have an awesome activity that can be used in physical education. The activity must be able to be presented within a 30 - 50 minute time frame and can be for elementary, middle, or high school physical education. If interested, please email me at niedorow.nath@uwlax.edu with the presenters' names, school, and a lesson plan format of the activity highlighting which NASPE standards, units, and age groups this activity can be used for. I look forward to reading all of your wonderful ideas!

For those you that are juniors and seniors looking forward to student teaching, I just want to remind you to take a look at the Praxis II exam and begin to plan when you are going to take it. I realize that for many of you reading this, this may be a year or more away, but the sooner you plan on when you are going to take the exam, the more time you have to prepare. This will leave you less stressed when it comes closer to exam day.

I hope you all enjoy the holiday season and I look forward to getting your responses for the Future Professional's Conference.

Nathali Niedorowski
Vice President of Future Professionals
Wisconsin Health and Physical Education Association (WHPE)
Physical Education and Health Education Student
University of Wisconsin La-Crosse

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:

Keith Bakken • 24 Mitchell Hall • UW-La Crosse
1725 State St. • La Crosse, WI 54601
800-441-4568; 608-785-8175 • whpe@uwlax.us

Deadlines for publication are: Dec 15 for the Winter issue; May 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.

What I Am Learning in Student Teaching



This fall I have had the pleasure of spending my second student teaching placement at New London High School with Tiffany Schulz, and I must say I am really enjoying my experience. Throughout my day we teach six

classes; two Phy. Ed. 9, two Adventure 2, and two Adventure 1. The Phy. Ed 9 classes have been alright and are where I get to do the majority of my actual teaching, but it is in the Adventure classes where I have gotten the most out of my experience. Due to a lack of experience in some of the aspects of the classes I have gotten to take part in some of them almost as if I were a student. A few of the main activities that I have taken part in are climbing the "Courage Pole," building disaster relief shelters, climbing the indoor ropes course, and setting routes on the low wall. Mrs. Schulz and New London have such an excellent adventure program that I could not have asked for a better placement. I hope to build on this experience by pursuing the ACCT certification that allows me to manage my own ropes course so that I can hopefully bring these excellent activities to wherever I end up.

Ryan Heath

American Heart Association | **JUMPROPE FOR HEART**

IT TAKES HEART TO BE A HERO!

Jump Rope For Heart gives students several great opportunities: helping kids with special hearts, learning the benefits of physical activity, healthy eating, avoiding tobacco, and raising funds for research and programs to fight heart disease and stroke. Join millions of kids in serving others, saving lives and supporting research.

Call 1-800-AHA-USA1 or visit heart.org/jump to get your school involved.

American Alliance for Health, Physical Education, Recreation and Dance
AAHPERD is a proud program partner of Jump Rope For Heart.

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A Message from Patty Kestell, State Jump Rope and Hoops for Heart Coordinator



Hello WHPE members and educators,
January, already?!? As this school year steadily moves along, I hope you are all having a great year working with your students. Thank you to all JRFH/HFH coordinators who have signed up to do events this year, and for using JRFH and HFH as a physical education tool and activity to teach students how to lead strong, healthy lives.



2012 WHPE Jump Rope and Hoops for Heart Educators of the Year

Congratulations to Karen Albert, Crystal Gorwitz, and Sherry Hinz for achieving the WHPE JRFH/HFH Educator of the Year awards! These three coordinators were recognized at the WHPE banquet for their tremendous dedication and commitment in providing great educational JRFH/HFH events for their students. Congratulations, Karen, Crystal, and Sherry on your awards! Thanks for taking the time to offer quality JRFH/HFH events for your students!

JRFH/HFH Years of Service Recognition

At the WHPE Convention JRFH/HFH Breakfast Social, Jump Rope and Hoops for Heart Coordinators were recognized for their years of service in sharing Jump Rope and Hoops for Heart events with their students. Congratulations to the following coordinators who were recognized for their milestone years of service:



34 years

Chris Zvara

20 years

Lori Balistreri

Lisa Cornette

Brenda Erdman

Debra Sellers

15 years

Hans Fester

Sandy Hagenbach

Larry Kartz

5 years

Patti Abraham

Karri Stangler



Saving a Life is a Real Sport

Ellyn Will, a Physical Education Future Professional from UW-OshKosh, organized a Hoops for Heart flash mob at the WHPE convention with other Future Professionals from across the state. Thanks, Ellyn and FP's!

American Heart Association and WHPE Partnership

Every JRFH and HFH event that is held in Wisconsin not only helps raise money for American Heart Association and valuable research projects, but also helps support WHPE. Physical Education teachers who held an event last year helped bring in **\$76,390.50** to support Wisconsin Health and Physical Education. **Thank you for supporting JRFH/HFH and WHPE!**



Cool JRFH/HFH Student Motivator shared by Coordinator Lisa Cornette

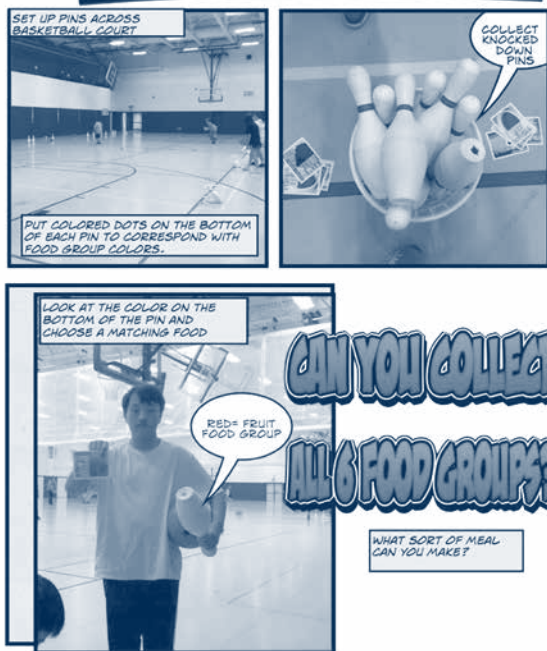
Jump Rope/Hoops for Heart Wall of Fame! Students that raise a specific amount get their picture taken with Heart Hero Medal and placed on a Wall of Fame in gym

LESSON IDEAS

Bowling and Archery are two activities that don't always spring to mind when you think of improving health related fitness components. Here are a few ways to put a different spin on these activities and embed cognitive content to your activity:

Food Group Bowling

FOOD GROUP BOWLING



Bowling Fitness (Standards 1,3,4)

1. Color the bottom of the bowling pins with different colors – red, orange, yellow, green, blue, and purple. Spread the pins out along the side of a basketball court. Students take it in turns to bowl and knock down a pin.
2. Post corresponding exercises nearby – e.g. if you knock down a pin and it is colored red, do one activity from the red list.
3. Match colors to fitness components e.g. red = muscular endurance activities, protein = muscular strength activities, orange = cardiovascular fitness activities
4. Challenge the students to identify which color matches which fitness component
5. No bowling pins? Empty tennis ball containers with colored paper strips in work well too

Archery Fitness (Standards 1,3, 4)

1. Assign points values from the archery target to an activity or fitness component you would like them to focus on. E.g. if you score 0-5 points with your 3 arrows you complete a task from the 0-5 point task list.
2. Instead of sitting and waiting for your next turn, complete your chosen task from the corresponding points list (give students a choice – more ownership)
3. You could choose to assign monetary values to target rings as well – students have to “earn” as much money as they can during the class. They can then use the money they have earned to create a healthy eating budget plan or wellness budget.

Jo Bailey, DC Everest

Equipment: 1 empty paper towel roll/ student; 1 tennis ball/student; 1 poly spot/student

1. stand on poly spot; Balance the ball on the paper towel roll with 1 hand, now switch to the other hand (don't let you ball drop J)
2. Walk around the gym and balance the ball
3. stand on poly spot; balance the ball on the roll with one hand and tip the ball off the roll, let the ball bounce one time and then catch the ball with the other hand (switch hands)
4. stand on a poly spot; balance the ball on the roll with one hand and put the roll above your head, now lower the roll to the ground,
5. stand on a poly spot: now balance on one foot and switch feet while balancing the ball on the roll
6. gallop and balance the ball around the gym
7. balance ball on roll, 'pop' the ball up into the air, let the ball bounce 1 time and catch with the other hand
8. have relay races!!!
9. allow students to be creative and come up with a new way to play with the paper towel roll and tennis ball.

Submitted by Amber B. Vanness
K-2 Physical Education Teacher, APE Specialist
Sunset and Sawyer Elementary Schools
avanness@sturbay.k12.wi.us

Blag Nag: Medieval dance performed in a longways set of 6.

Song: Scarce O'Tatties (found on itunes)

Done in a large square formation - you can even have 1 group in the middle.

- 4 cts Walk forward 4 steps with partner (holding onto partner's hand)
- 4 cts Walk backward 4 steps with partner (holding onto partner's hand)
- 4 cts Walk forward 4 steps with partner (holding onto partner's hand)
- 4 cts Walk backward 4 steps with partner (holding onto partner's hand)

- 12 cts 1st couples slides down 4X -
2nd couples slide down 4X -
3rd couples slide down 4X
- 4 cts Everyone turns in place
- 12 cts 3rd couples slides back 4X -
2nd couples slide down 4X -
1st couples slide down 4X
- 4 cts Everyone turns in place

- 8 cts Walk forward in between (right shoulders) so everyone is in a straight line and then walk back
- 8 cts Walk forward in between (left shoulders) so everyone is in a straight line and then walk back

- 12 cts Diagonal slides 1 & 3, 3 & 1, and 2 & 2
- 4 cts Everybody turns in place
- 12 cts Diagonal slides 1 & 3, 3 & 1, and 2 & 2
- 4 cts Everybody turns in place

- 8 cts Meet partner in middle and do a right elbow turn
- 8 cts Meet partner in middle and do a left elbow turn

- 12 cts "Men in the Hay" - Men do a 12 ct figure eight
- 4 cts Everybody turns in place
- 12 cts "Ladies in the Hay" - Ladies do a 12 ct figure eight
- 4 cts Everybody turns in place

You can YouTube this dance and see it in action. It is a really fun and I did this with my High School Dance class and they loved it. It is fun to imagine yourself in the medieval days dancing with formal attire.

Submitted by Jackie Clark

All I Want **For Christmas**

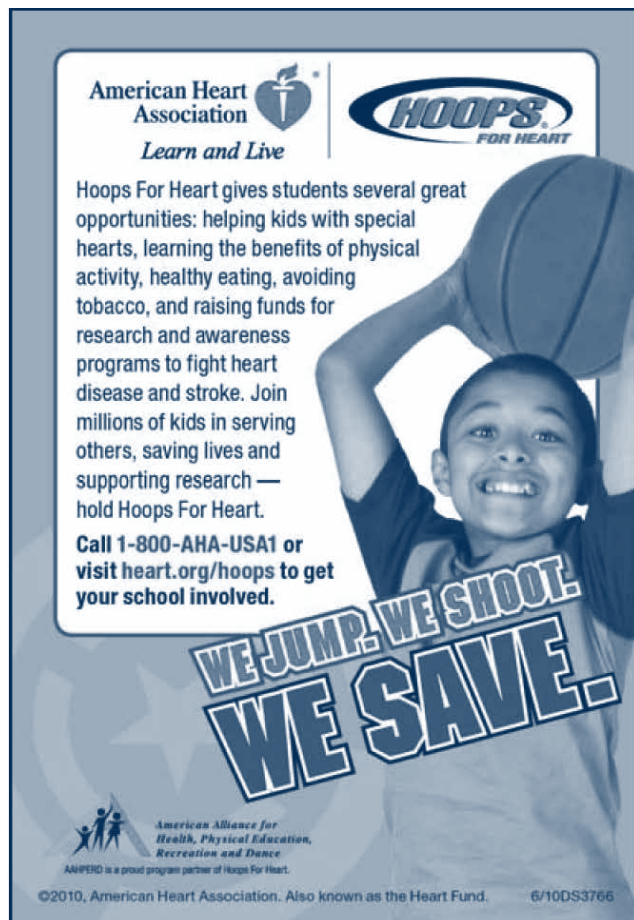
Song: All I Want for Christmas by Olivia Olson
(Love Actually movie)


Line Dance formation

- 16 cts Diagonal slides moving forward R-L-R-L - Diagonal Slides moving backward R-L-R-L
- 16 cts Repeat diagonal slides
- 16 cts Grapevine R - L - R - L (arms down by side - hands down like a penguin)
- 16 cts Turn Step to R - L - R - L (move quickly)
- 12X Arms Up - Arms Out to Side - 12X - then circle arms around and then point to "YOU"
Repeat from the beginning
- 24 cts Chorus: Hop R - L while swinging arms overhead
- 16 cts Pump Arms up and down in front of body
Repeat from the beginning
Point to "YOU" at the end while shaking hips side to side

This is a Zumba dance that I got off of YouTube. Fun with my High School Dance class.

Submitted by Jackie Clark



American Heart Association  **HOOPS FOR HEART**

Learn and Live

Hoops For Heart gives students several great opportunities: helping kids with special hearts, learning the benefits of physical activity, healthy eating, avoiding tobacco, and raising funds for research and awareness programs to fight heart disease and stroke. Join millions of kids in serving others, saving lives and supporting research — hold Hoops For Heart.

Call 1-800-AHA-USA1 or visit heart.org/hoops to get your school involved.

WE JUMP. WE SHOOT. WE SAVE.

American Alliance for Health, Physical Education, Recreation and Dance
AAHPERD is a proud program partner of Hoops For Heart.

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“Who Am I?”

Culturally Responsive Health and Physical Education

Dan Timm

Greetings everyone! As I write this, the 2012 convention has just concluded and what a great two days it was. Congratulations to the convention planners for a job well done!

In the last newsletter, I talked about the importance of culturally responsive teaching in health and physical education as a way to get students to develop healthy lifestyles. The more connected your students feel to the content you are teaching, the more likely they will be interested in what you are teaching.

The first step to becoming a culturally responsive health or physical education teacher is to first understand who you are as a person. This is important because who you are as a person influences who you are as a teacher. When you go to work each day, your personal self does not stay home but rather goes with you to school.

To identify who you are as a person, you need to perform a cultural self-mapping. A cultural self-mapping can be done by drawing a diagram of a tree and including in the tree things from your life that have made you into the person you are today. You are the trunk of the tree. Each limb that comes off the trunk represents an aspect of your life that has made you into the person you are. Examples of limbs could include, but are not limited to, family, friends, interests and hobbies, where you have lived, schools you have attended, and jobs you have had.

Branches that come off each limb represent the specific information for that limb. For example, on the family limb you would list all your family members with each person identified by a separate branch. You might want to have two initial smaller limbs come off the main limb with one smaller limb representing immediate family and the

other for extended family. The friends limb may also have smaller limbs coming off it; one for friends from earlier in your life and the other for current friends. Each branch coming off the smaller limbs would contain the name of a friend.

The more aspects of your life you can think of that have influenced who you are today, the more complete and comprehensive your tree and cultural self-mapping will be. You likely won't be able to complete the tree in one sitting. Add limbs and branches to limbs as they come to mind. Use the next few months to see how full your tree can become.

Merseth, Sommer, and Dickstein (2008) reported the revelation that one preservice teacher experienced after recognizing how much her cultural self influenced her teaching:

I did not realize how much of who I was would impact my teaching ... I soon realized that all my lessons, my posters, my props, my kids' journals, and the bins I so meticulously arranged for my students to keep their class supplies in were all just parts of an empty shell as long as I ignored who I was and what I brought to my teaching (p. 96).

In the next newsletter, you'll use your cultural self-mapping to begin identifying how who you are as a person influences who you are as a teacher.

Merseth, K. K., Sommer, J., & Dickstein, S. (2008). Bridging worlds: Changes in personal and professional identities of pre-service urban teachers. *Teacher Education Quarterly*, 35(3), 89-108.



WHPE / JRFH/HFH Grants Available

If you are involved in a project which promotes fitness and heart health, and will benefit a general population rather than just those affiliated with WHPE, you might be interested in funding through a WHPE/JRFH/HFH grant. Grant guidelines have been set for those who wish to apply. The guidelines include proposal specifications and timelines. The deadline for the grant cycle are February 1, 2013. You may contact the WHPE office for more information or check out the grant guidelines on the WHPE web page at www.whpe.us.

Necrologist Report

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

Necrologist
c/o WHPE

24 Mitchell Hall 1725 State Street
La Crosse, WI 54601

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



Literacy in Physical Education Marinette Middle School

Jessie Scheer, Tony LaMalfa and Matt Hartin

Over the last two years our district has been working on increasing Literacy within the curriculum of all disciplines, including Physical Education. Typically, when people hear the word Literacy they think: Reading. How are we supposed to have the students read in Physical Education class when we want them moving as much as possible?

Our Physical Education Department includes three teachers, all of whom share the same belief that Literacy is an important life skill. Rather than attempt to have students read during our classes, we considered all of the ways our Physical Education program could embrace Literacy. We decided upon incorporating the spelling and comprehension of vocabulary.



Last year, we printed out and taped up each letter of the alphabet around our gymnasium. After attendance, but before our Warm-up, the students in 5th and 6th grade would run and touch letters, in order, spelling a different word every day. This process began with small words or a student's name. However, this year, we painted the alphabet on the wall, and have taken our vocabulary a step further by having students spell words that are sport-specific for each Unit. Each word is laminated and posted near our Objectives Board so the students can see what they are spelling as they enter the gymnasium.

Once the students have completed spelling the word, we discuss the meaning of the word as it relates to our Physical Education class, as well as everyday life. Not only is this a great way for students to learn new words and their meanings, but it allows students to expend some energy so they are ready to listen to directions. After each class has spelled a word, it gets added to our Word Wall. This

way, when we use specific vocabulary during a lesson, the students can refer to the Word Wall if they need a reminder of the words' meaning or spelling.

An example of the vocabulary we use during our Racquet Skills Unit encompasses the following words: Pickles, Eclipse, Control, Paddle, Racquet, Parallel, Diagonal, Tennis, Balance, and Rotate. It is beneficial to have the students understand words like Control, Balance and Rotate because these are words we use frequently and some students would not normally understand their meaning or application if they have never been exposed to the word prior.

Words like Control also allow us the chance to insert Character Development discussions regarding appropriate behavior during other classes as it relates to Self-Control.

Students are always excited to see what word they will be spelling each day, and we teachers are equally excited to continue providing teachable moments for students. As such, we have seen a huge improvement in student cooperation, coordination, and comprehension of sport-specific skills, which they utilize during gameplay. So not only does embracing Literacy give us a vehicle for student success, but it provides an opportunity for us to educate the "whole individual." Check out our photos and feel free to create your own Word Wall!



THERE'S AN APP FOR THAT!

Ever wanted to show a youtube video only to find you have no wifi or slow wifi? Here are a few apps to solve this problem:

1. VDownload+ \$1.99

Search using the browser within the app to find the video you wish to download. Click on the save button and then access the saved video in the download tab. Tap on the downloaded video to play it. This app does not allow you to save or edit the videos you download – for that you need iCabmobile.

2. iCabMobile \$1.99

This app allows you to download youtube videos and save them to your ipad. Once you have found the video you wish to download, tap and hold video on the screen and a box appears asking if you wish to download the file. Click on this then access the downloaded video by clicking the download icon (circle with an arrow). Click on your downloaded video and select save video in album. The video will now be saved in your camera album, ready for you to play or edit within another app such as coach's eye.

If you are a visual learner check out the WHPE How To video's of these apps:

WHPE How To: VDownload+: <http://youtu.be/5CSBqkCqNzM>

WHPE How To: iCabmobile: <http://youtu.be/zPurG6x69Hg>

WHPE How To: Comic Life: <http://youtu.be/2eAJPGSSdgY>

These links will also be posted on the WHPE website under the resources section.

HOW DO YOU TEACH?

This year for my drug unit, a teacher coach and I created “centers.” I have 8 centers and each day a group of 3-4 students complete a center. When all students have finished all centers, we will have a reflection day, where students can ask questions and we discuss what we learned during the centers. Please look on my wiki to check out the centers. <http://pantherhealth.wikispaces.com/Drug+and+Alcohol+Unit> We aren't quite finished with the centers yet and need to tweek some of them a bit before I teach it in January. Hopefully all goes well. *Submitted by Kamie Gritt kgritt@plymouth.k12.wi.us*

A great idea for an instant warm up process is to create “Dice of Destiny”. I have a large foam dice that I have a student roll at the very beginning of class. Whatever number comes up has a corresponding game and the class's ultimate destiny for that day. These warm up game are usually low equipment and are quick to set up as you can't plan in advance for them. The students really enjoy this process as they enjoy all of the games and the excitement of hoping that their favorite games comes up on the dice. Another great aspect with this process is that it can also serve as sub plans if necessary. The students all know the games and sub can simply pick different students to roll the dice and supervise. *Submitted by Nick Campbell, Physical Education Teacher, Southwood Glen Elementary School*

My first years of teaching I was always trying to ‘shout’ over my students to get their attention. I got this idea from a WHPE workshop a few years ago. To get the students attention now...I simply start to move different body parts. For example: I raise my right hand, then my left, put both hand ups and clap, etc. I do these movements quickly...this is the signal/cue for students to stop and listen. The

TEAM SHAKE (\$.99) ... Team shake is a friendly way to choose teams. Names are entered in your device and then give it a shake. The screen will display randomly chosen teams.

NUTRITION TIPS ... This app provides lots of interesting and useful nutrition tips and health facts.

GIANT SCOREBOARD ... This giant scoreboard features a timer/countdown, team names, giant digits, accurate and reliable.

POCKET BODY (\$14.99) ... A fully searchable and interactive atlas of the human body.

TEACHER'S ASSISTANT ... This app helps a teacher keep track of student issues, behavior, problems, achievements, and help increase communication by emailing this information to necessary individuals.

EASY ASSESSMENT (\$1.99) ... A simple way to assess performance in any situation.

MUSICWORKOUT (\$.99) ... This app is a unique interval timer that uses your music to inform you when to rest and when to workout. You can set the duration of rest, workout, and number of sets.

COIN TOSS ... Slide your finger from bottom to top and the coin will spin.

BRACKETMAKER (\$.99) ... This app is a portable program to help you create brackets for tournaments, up to 32

movements get their attention quickly and the bonus is, is that I don't have to shout over them, they simply watch what I do and copy my actions. *Submitted by Amber B. Vanness, K-2 Physical Education Teacher, APE Specialist, Sunset and Sawyer Elementary Schools, avanness@sturbay.k12.wi.us*

With 40 kids in a class and 12 kayaks. What do you do??? It's called human buoys. I use the rest of the class as buoys so the kids can practice the strokes they've learned going around the obstacle course made out of students. *Submitted by Ms. Wendy Wiesjahn, Health & Physical Education Department, West Bend High Schools*



Why Physical Education is Important

By Tom Murray, WHPE Lifetime Member

The Stoughton High School Physical Education Department would like to see as many students out for athletics as possible. We would also like to see as many students as possible trying to improve themselves academically in the classroom. We understand the rigors of classroom academics and the types of classes students need to take to prepare themselves for life outside of school. The student/ athletes here at Stoughton High School are now given an opportunity to use their extra-curricular activity/ sport to waiver a half credit of Physical Education. That is the student/athletes choice but before they make that decision I would like them to understand the importance of taking a Physical Education class.

In March 2009 the University of Illinois published the results of a study that showed that students that are physically active perform better on academic achievement tests. The study also showed that students who take a physical education class in the morning are more prepared for the rest of the day. They feel more awake and alive; their minds are ready to learn. Dr. John T. Ratey, MD, Professor of Psychiatry at Harvard Medical School has a 10-12 minute YouTube video on how exercise is really for our brains and how exercise gets our brains turned on. Here is the YouTube link. <http://youtu.be/hBSVZdTQmDs>. With all this published information from professionals outside of the physical education field, maybe our student/ athletes who are choosing to use their sport as a half credit for a Physical Education class should be trying to get into a Physical Education class in the morning to prepare themselves for the rest of the day.

There's more. In 2005 the University of West Virginia published a study that showed that individuals who have finished competing in their sport, be it they completed their years of school, burned out, or got injured, were more likely to lead a sedentary lifestyle because they did not have the knowledge on how to play other games or the understanding the importance of living an active life. The study pointed out that Physical



Education classes give student/ athletes these skills. All of the Physical Education classes here at Stoughton High School give the students the opportunity to play a game or participate in an activity they may never get in a sport outside of school. The Physical Education classes also teach the students how to lead a healthy active life-style by teaching them about diet, heart rate and the different types of activities you can perform to improve your body.

Finally, there are numerous studies out there that show the importance of student/ athlete socialization with non-student/ athletes in an athletic and atmosphere. It's during these times that the athlete can take the time to help another student understand the game a little better. Or both types of individuals can participate in an activity without any pressure. Here at Stoughton High School we have many activities that allow both the athlete and non-athlete to participate in a competitive but non pressured atmosphere.

Again, the Stoughton High School Physical Education Department would like to see as many students participating in after school extra-curricular activities as possible. But before choosing to use that activity as a half credit for Physical Education class, know the facts on the importance of your High School Physical Education class.

My Favorite Saying is...

**Look good
Feel good
Do good**

Basically meaning if you exercise you are going to look good. When you look good, you are going to feel good. When you feel good, you are going to do good. I think I might have heard that sometime way back when from a speaker at UW-LaCrosse.

*Submitted by Ms. Wendy Wiesjahn
Health & Physical Education Department
West Bend High Schools*

K.I.P. Keep It Positive

This phrase helps me maintain a positive atmosphere in the gymnasium during class.

Have a great holiday season.

Submitted by Chuck Stangl

"Eyes and Ears"

I say this to my students when I need them to prepare their body to listen to directions.

"Be a thinker."

I say this when to remind my students that they are capable of thinking through a situation, solving a problem, or performing a skill.

*Submitted by Brenda Erdman
berdman@rsd.k12.wi.us*

It's Time to Celebrate!

Mike Beringer, a longtime WHPE member, has his own website and blog for his PE program at Fairview Elementary. His Web Page was named by PhysicalEducationDegree.org as one of the "100 Best Web Resources for Physical Education". It is listed as #39. Very cool honor. Congratulations Mike!
<http://fairviewpe.blogspot.com/>

UPDATE FROM DAVE WEIDENBACH

Dave committed to biking and wrote about it a previous WHPE newsletter.

Below are his final results for 2012.

Total workouts: 266
Total duration: 10d:18h:42m
Total distance: 4152.71 mi
• Trips around the world: 0.167
• Trips to the Moon: 0.017
Average speed: 16.05 mph
Average pace: 3m:44s
Calories burned: 328170 kcal
• Burgers burned: 607
214 Days in a row of at least 10 miles (June 1st - Dec. 31st)
234 total Days
40 lbs. lost

I now have big goals for 2013!!! You could say that by the Grace of God, I was able to change my life :)

- Dave Weidenbach, fit WHPE member!

A WEA Trust representative came to a Reedsburg School District School Board meeting to honor Brenda Erdman and the Reedsburg School District with their Movin' and Munchin' grant award for Westside Elementary and LaValle Elementary. Brenda has been doing the Movin' and Munchin' grant since its conception in 2001-2002. Movin' and Munchin' Schools takes an innovative approach to the problem of poor nutrition choices and lack of physical activity among school children. The program encourages schools to develop creative strategies to promote healthy eating and increased physical activity among students and their families. Individuals earn "Movin' and Munchin' Miles" for various physical activities and wise nutrition choices. All schools that participate will be considered for grants of up to \$500 to use for improving their nutrition and physical education programs.

On December 4th, 2012. Greenfield Bilingual-MPS, was featured due to the schools involvement with Fuel Up to Play 60 program, on Fox 6 Now (channel 6 news show) Wake Up program. There were 4 live interviews in the morning, and a taped one shown on the 5:30pm, 6:00pm and 9pm news. The students all have press releases. Pictured with them, Laura Langemo TV6-back middle of row, Mary Andrae-front row, Johanna Vega second row standing next to Mary, and Gail Milbrath-Lifetime member of WHPE. The big check is for \$500.

Miss Gail Milbrath, Physical Education Specialist
Greenfield School, MPS • milbragm@milwaukee.k12.wi.us

The **Sauk Prairie Middle School** received two grants this summer from The SPMH Foundation (\$1500) and WHPE (WI Health and Physical Education) (\$2000) for the purposes of updating our Cross Country Ski Equipment for a project called "Middle Schoolers Ski for Health". The Physical Education Dept did a local purchase (WILDSIDE ADVENTURE SPORTS) of 32 sets of new style NNN bindings and boots for the skis that we already had in our inventory. Recycled wood donated by a local person and recycled materials from Habitat for Humanity Re-store were used to build mobile storage racks. I'm offering weekend Family XC-Ski sessions offered through the Rec Dept on Saturdays.

- Submitted by Hans Fester,
FESTEHA@saukpr.k12.wi.us



With our recent PEP Grant, we discovered that students in our District do not consume enough fruits and vegetables. So, in response to that data, we will be selling smoothies (only to make enough money to sustain the program) to students at Horace Mann Middle School to try to increase consumption as well as give them a healthy start to their day. The funding for this project involved many partners. The Marathon County Transform Wisconsin Grant bought supplies and blenders. The Milk Marketing Board gave money for the dairy products that will be used in the smoothies and the Vitamix Corporation donated 2 Vitamix smoothie makers. With the funds we were able to expand on the original project. So now, in addition to the project at the middle school, we have two "traveling smoothie making stations" that will be used for healthy after school snacks and for classroom/grade level behavior rewards! The goal is that the students will absolutely love the smoothies and start to see how healthy choices can taste good and be a tremendous benefit to their health.

A HUGE thank you goes out to our partners!
Darci Mick Beversdorf <dmick@wausauschools.org>



High School Division News

By Vice President – Brett Fuller

Happy New Year everyone! I am honored to represent the high school health and physical education teachers on the WHPE Board of Directors this year. I have been the Curriculum Specialist for Health and Physical Education for Milwaukee Public Schools for the last six years but before that I was a high school physical education teacher for over 14 years in MPS. My primary responsibility is to find the resources and assist our physical education and health teachers to improve their craft and ultimately to help students. I miss the day to day contact with the students but it is exciting to me when something that I have been able to bring to the teachers makes an impact on their students.

If I had one tip for all teachers in promoting and advocating for your programs it would be to give your administrators/



school boards/PTA a copy of “Spark” by Dr. John Ratey. One of our longstanding WHPE members, Bill Ewert, gave me a copy four years ago and said, “This should be required reading for every principal”. I agree. I have multiple copies in my office that I give out to every new central office administrator who has some say over budget and programming. I provide copies to principals who need to understand what we are about as a profession. I tell them, read the first chapter, that is all I ask. Our former Chief Academic Officer told me that reading that book had an impact on decisions made in MPS. So get a couple of copies and continue to be the strong advocate for your programs that we need.

With that said, we need presenters for the 2013 convention. I have heard from many high school teachers who say that there are not enough high school health or PE presentations. We have some absolutely fantastic teachers in this state who have a lot to offer. Please consider applying to present in October! Have a great 2013 everyone!

Best Practices in Physical Education and Health 2013 Is Ready to Make a Difference

The 13th year of this summer symposium is bringing some unique features. The preconference will have a special all day preconference on energy/brain breaks for classroom teachers. Each of the 100 participants will receive books from the Naperville, Illinois program. This workshop will be led by the writer of these books, Dave Sladkey, Math teacher from Naperville High. We are bringing Deb Tackmann, former national health teacher of the year, and Mary Wentland from Lakeland Union High School to do an all day health methods preconference. The symposium features two national teachers of the year from Washington on moving health and physical education from great to greater.

The brochure will be available by the first of March. If you are interested in seeing who is presenting email Jon Hisgen at jon.hisgen@dpi.wi.gov.

2013 National Physical Education Institute

(<http://www.nationalpeinstitute.com>)

July 29 - August 2, 2013

**UNC Asheville
Asheville, North Carolina**

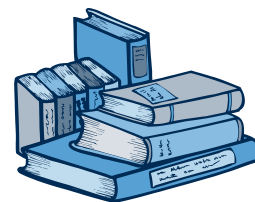
Join with the hundreds of K-12 physical education teachers who came from 37 states and 4 countries to last year's National PE Institute. Find out why they came to learn, meet and listen to the most respected names in Physical Education! This year's keynote presenters feature the nation's “most resounding” PE voices including:

- Dr. Missy Parker,
- Dr. Joanne Owens-Nauslar,
- Dr. Stevie Chepko,
- Jean Blaydes,
- Larry Satchwell,
- Joey Feith,
- Michele Rusnak,
- Judy LoBianco,
- Baker Harrell, and
- Brian Dauenhauer!

Book Reviews

Meeting Physical Education Standards Through Meaningful Assessment

\$35 Greg Bert and Lisa Summers; Human Kinetics. Kindle version \$10.



This newly released book could be exactly what you need to make sure you are meeting standard based grading requirements. Geared towards high school physical education, this book takes the NASPE National Standards for Physical Education apart and addresses standards based assessments for each one. It explores appropriate and inappropriate grading practices, learning objectives, formative and summative assessments, and how to address and assess multiple standards simultaneously. The book also provides multiple examples of assessments for each standard.

From my perspective this is exactly the book I have been waiting for. As a school district we are moving towards grading on a 4 point scale, removing toxic grading practices (many of which we were guilty of in physical education), and of course transitioning to standards based grading. It has not been an easy process and it has left my colleagues and I questioning our practices. However, I firmly believe that we are moving in the right direction and that this book is going to be an invaluable resource for all high school physical education teachers.

– Jo Bailey



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Executive Directors Report

Greetings from Mitchell Hall,

I recently had the opportunity to sit in on a conversation between WHPE member Todd Nesheim and his principal. A group of parents had recently asked the school board to reconsider our current policy that requires all high school students, including varsity athletes to have 1.5 credits of physical education for graduation. I asked Todd if I could share his notes in this Newsletter. He graciously agreed to share his notes without any editing. Todd also pointed out that many of these points have been borrowed from professional colleagues across the country. It was real world advocacy at its best. Please enjoy the notes from a successful meeting.

1. We teach the essentials skills and knowledge to become healthy adults. While it may be true that athletes get enough exercise (during their respective season), we introduce lifetime skills through a variety of sports and activities for 3 semesters of a student's HS career. Students need to be introduced to activities they can do alone or with others for the rest of their lives. We teach about physical fitness and how to stay fit. What is a sport coach going to teach your student about being physically fit? I know that it may be difficult to understand, not having taught or coached, but there is a definite difference in content and instruction taught in class versus the competitive team. I teach/coach both....I know what I teach on the basketball court, as a varsity basketball coach, in no way represents a true fitness plan or do I spend time teaching those important concepts that I do during my classes during the school day. Two totally different areas of focus.
2. Sports teams don't meet state standards for Physical Education. On top of that, who grades the student (the athletic coach who isn't certified?) What is the grade based on (football skills for the football player, basketball skills for the basketball player, etc)
3. As a district we seek academic excellence. Why would we lower our standards for PE or any class?
4. Giving athletes waivers for PE goes against the schools districts' values. Students who are advanced in other subjects aren't given a waiver; they take AP courses.
5. You will open up a huge can of worms if this passes. What about students who participate in other activities just as demanding of their time and energy? Does the drama student get waivers out of English classes? Why is the option limited only to PE classes and only



- athletes? Other organized activities, and the gifts and talents of our students take equal commitment, resources and dedication. Please consider a wide scope when determining student options for credit.
6. Phy ed is the one class that develops the cognitive, affective and psychomotor domains of learning. We are teaching students to be tolerant of others with differing intelligence, values, cultures, abilities, etc. but we are going to prevent students from opportunities to socialize through movement and allow the highly skilled, highly competitive students to receive credit for not even being there??? As mentioned before, if my son joins a book club outside the school day can I fight for him to receive English credit? If he joins a math club, does he have to take math?
 7. Most surveys done in the last decade show that tax payers believe there should be more Phy ed in schools, not less to help fight obesity.
 8. What happens to the HS senior who is waived out of PE but then:
 - a. Tears his ACL and can't participate in a sport (or whatever injury)
 - b. Breaks the athletic code and misses games and practices

I am sure there are other situations I am missing but in either of these cases the student would not have enough logged hours of exercise to meet requirements. Again, opening up a can of worms by passing this waiver.