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Our mission ...

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

WISCONSIN HEALTH AND PHYSICAL EDUCATION
NEWSLETTER

VOLUME 43, ISSUE 1

WINTER 2014

**From your
 President . . .
 Jo Bailey**



Changes are afoot in WHPE. Firstly, the WHPE convention moves back to the Wisconsin Dells and will be held at the Kalahari in 2014 and 2015. The WHPE BOD met in December to tour the facility and we think you will be very pleased with the layout and session room size, both of which were issues at the Country Springs Hotel. In addition, what better place for is there to have fun than a giant waterpark?



Convention proposals are now all online. Simply fill in the form at this link: <http://goo.gl/yHgRmZ> or scan the QR code to submit your session proposal. You will be automatically emailed a .pdf copy of your session proposal - proposals are due by February 15th 2014.

2014 brings in Educator Effectiveness. While some schools have been part of the pilot program, most of us are just starting to get our feet wet with what's required in the process. WHPE is working with DPI to ensure we support educators in the state as they create their student learning objectives (SLO's) and work with administrators to ensure they appreciate and understand how to effectively evaluate physical educators and health educators.

Professional development opportunities will continue to expand. This spring we will hold our inaugural single focus workshop- mark your calendars for the Adapted Physical Education workshop on March 19th at the Stoney Creek Inn in Onalaska. The Adolescent Health Symposium will be held on February 13th & 14th in Madison and the Future Professionals Workshop takes place on April 26th at UWRF.

In addition to face to face workshops, we will be adding monthly online professional development. Using Google Hangouts as a tool, each month a panel of educators will come together to focus on a topic pertaining to PE and/ or Health, providing working examples and resources for you to take away and utilize. These online events will be archived for WHPE member to access when and where they need to.

Don't forget two other important upcoming deadlines - Awards nominations are due by February 1st. Please take the



time to recognize the work of your colleagues and fellow WHPE members so we can all appreciate the great work that is going on in our profession. Finally, WHPE grant applications are also due on February 1st.

Wishing you all a very healthy and happy 2014.
Jo Bailey

Plenary Review Grid

We know our students all learn in different ways so why not give them a variety of ways in which to demonstrate their learning? This plenary review grid can be adapted to suit a wide variety of topics and give students autonomy over their preferred learning style. You can download the grid here <http://goo.gl/RhFlb9> or by scanning the QR code:



Plenary Review Grid

	1	2	3	4	5	6
1	Write a text message explaining your learning.	Create a link chain to match key words and definitions.	Draw what you have learnt today.	Tweet what you have learnt using 140 characters.	Describe your learning in the form of a rap/song/poem.	Create a storyboard/comic strip based on your learning.
2	Use the play doh to illustrate the key words.	5-3-1 write 5 sentences based on learning, then 3 words then 1 word.	Write 5 quiz questions for somebody to answer.	Create a menu of what you have learnt today (starter, main, dessert).	Just a minute - talk about what you have learnt for 1 minute.	Use Lego to illustrate what you have learnt.
3	On the post it write a sentence of what you have learnt and a question for class.	Pick three key words learnt and provide a dictionary definition for them.	Summarise your learning in 5 sentences on the mini whiteboard.	Peer assess somebody's work using success criteria/A.Os.	Create a set of anagrams with clues based on key words and descriptions.	Tell me 3 things that you have learnt today.
4	Pick 5 key words from the lesson and write a question for them.	Use hexagons to link your learning from today.	Write three exam questions based on your learning today.	Using post its create dominoes of your learning.	Draw your brain and fill it with what you have learnt.	Write a Facebook status update of your learning.
5	Create a revision tool e.g. flash cards to summarise key words/definitions.	Taboo - write key words on post its and definitions on the back.	Using the paper plate explain what you have learnt today.	3 stars and a wish 3 things you understood 1 thing you need to improve.	Link today's learning to 3 other subjects.	Design a poster advertising your learning from the lesson.
6	Use the jigsaw connections to link and summarise your learning.	Relate three things you have learnt to three sporting practical examples.	3-4-5 tell 3 people 4 things things that you have learnt today in 5 minutes.	Summarise your learning by drawing/writing on the table.	Create a paper plane and summarise learning on each part of the plane.	Create a mind map to review your learning.

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2013 WHPE Convention a Success!

With almost 700 attendees, 70 breakout sessions, and over 30 exhibitors this year's convention was a success. There was a 35th JRFH anniversary 5K run/walk and an exciting red kayak raffle. The WHPE Board of Directors is already working hard at planning the 2014 convention, to be held at the Kalahari Resort in Wisconsin Dells on October 29-31, 2014. Check the website www.whpe.us for up to date details.



*Thanks to all who sponsored a student
to the 2013 WHPA Awards Banquet:
Mary Jane Carrero, Brenda Erdman, Scott Frazier,
Kristine Fritz, Crystal Gorwitz, Jan Kunert,
Kristi Mally, John Rabe, Sue Reinhardt, Jeff Sikich,
Rosie and Perry Sylvester, and Shirley White!*



Members Honored at Convention Banquet

The annual Awards' Program took place at the WHPE Convention on Thursday Oct. 24, 2013. Those in attendance socialized and celebrated the numerous accomplishments of our members.

President Bailey introduced AAHPERD CEO, Paul Roetert, Joint Projects Manager, Laura Munley and many of the original Wisconsin JRFH Task Force members. After eating, the Awards' Committee presented awards honoring individuals who have helped to facilitate President Bailey's theme: 'Move to Learn'.

Mark Little, Janesville PE, honored the memory of Past President, Larry Cain with the presentation of memorial scholarships to: Erin Natzke/UW-Oshkosh, Phil White/ UW-River Falls, Samantha Ruedy/ UW- La Crosse and Amanda Zygarlicke/UW-Stevens Point.

The following individuals received Association awards:

- Citation Award:** Patty Abraham, Kelly Bullard, Dr. Daniel Donder, Dr. Gregory Thornton and the entire Youth Market Team for the American Heart Association
- JRFH/Hoops:** Terry Hedman
- Student Leadership:** Nathali Niedorowski
- Promising Professional:** Jenna Handel and Bethany Matzen
- Teaching Honor:** Michael Beringer-Elementary; Maureen Vorwald- High School
- Recognition:** Crystal Gorwitz
- Lifetime:** Mary Jane Carreno, Jon Hisgen and Christine Zvara
- Award of Merit:** Crystal Gorwitz
- Service Awards:** Scott Frazier, Jan Kunert, Gail Milbrath and Karen Wegge



Heart Team

Patty Kestell, Wisconsin JRFH Coordinator, continued the 35th JRFH celebration by recognizing Kris Fritz for having received a National JRFH Grant at AAHPERD last Spring. Patty and original Task Force member, Dave Braby jointly read an official State of Wisconsin Proclamation from Governor Scott Walker who acclaimed Thursday October 24, 2013 as JRFH Day in Wisconsin in recognition of the 35th anniversary of JRFH and all that WHPE members have done to partner with the American Heart Association to promote awareness and raise funds. Patty was also acknowledged for having received the National JRFH Coordinator Award at AAHPERD last April.

Retirement recognition was given to: Diane Burg, Alan Damato and Jeff Sikich.

WHPE members recognized for **20 years membership** were: Gail Cameron, Mary Linehan, Mark Little, Michael Perino, Stephanie Resch, Scott Sponholz, Mary Williams, Deb Solis and Sue Reinhardt.

For **25 years of membership** in WHPE: Scott Frazier, Gail Grimsled, Deb Grundahl, Faye Perkins, Jeff Sikich, Kate Trnka, James Vils and Penny Wehrs.

Midwest Past President, Rosie Sylvester honored **Patty Kestell as Midwest Elementary Teacher of the Year** and **Jo Bailey as Midwest High School Teacher of the Year**

Kris Fritz presented **Rosie Sylvester as the National 2013 Joy of Effort NASPE winner** and then introduced AAHPERD CEO, Paul Roetert who recognized **Patty Kestell as the NASPE National Elementary Teacher of the Year for 2013**.

President Bailey recognized **Scott, Jan, Gail and Karen with Presidential Service Awards** and directed her closing remarks toward the positive outlook for the future and then presented Kori Coffeen, VP of Youth Market Midwest Affiliate of the American Heart Association with a check for \$1,213.00 generated from the Red Kayak raffle at convention.



Patty Abraham



Dr. Daniel Donder



Patty Kestell, Paul Roetert



Service Awards



25 Year Members



Scott Sponholz



Kelly Bullard



Mike Beringer



Maureen Vorwald



Terry Hedman



Erin Natzke



Chris Zvara, Jon Hisgen



Mary Jane Carreno



Jo Bailey



Patty Kestell



Bethany Matzen



Karen Wegge



Jenna Handel



Crystal Gorwitz



Rosie Sylvester



Scott Frazier



**Laura Munley,
Patty Kestell**



Nathali Niedorowski



Retirement Recognition



Patty Kestell State Jump Rope and Hoops for Heart Coordinator

Hello WHPE members and educators,
Happy 35th Anniversary of JRFH! Thank you to all JRFH/HFH coordinators who have signed up to do events this year, and for using JRFH and HFH as an educational tool and activity to teach students how to lead strong, healthy lives. Your passion for JRFH/HFH and commitment for sharing heart healthy activities with your students truly make a huge difference!



2013 WHPE Jump Rope and Hoops for Heart Educator of the Year

Congratulations to **Terry Hedman** for achieving the WHPE JRFH/HFH Educator of the Year award! Terry was recognized at the WHPE banquet for her tremendous dedication and commitment in providing great educational JRFH/HFH events for their students. Congratulations, Terry on your award! 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:

26 Years

Karen Peterman

21 Years

Denise King

15 Years

Kate Trnka

11 Years

Crystal Helm

10 years

David Rautman

Patty Kestell

5 years

Gary Carpenter

Jamie Graper

Penny Kroening

Bethany Schmidt



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 **\$82,236** to support Wisconsin Health and Physical Education. **Thanks for supporting JRFH/HFH/ WHPE!** JRFH/HFH Coordinators who signed a heart at the WHPE convention represented over 640 years of coordinating JRFH/HFH events!



WHPE Jump Rope and Hoops for Heart Sessions

Thank you to **Dr. Ken Solis** for his Jump Rope showcase at the WHPE General Assembly and for offering the Jump Rope session at the WHPE convention. **Shannon Maly**, WHPE member, presented a fabulous Hoops for Heart session that gave participants great ideas of how to **integrate HFH within the whole school setting**. **Thanks, Shannon, for sharing your passion and enthusiasm for HFH with us at the WHPE convention!**



Mt. Horeb Superintendent Demonstrates Support for JRFH

Mt. Horeb Superintendent Deb Klein recently joined **Jack Prehn** and **Kent Arneson** to celebrate their Jump Rope for Heart Event. Invite your

administrators to see your JRFH/HFH event in action!



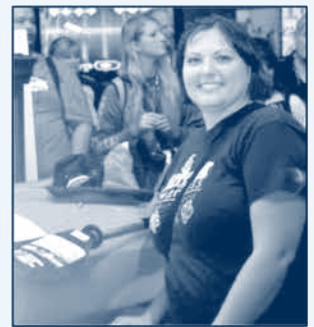
JRFH/HFH Coordinators' US Games Incentives:

Earn an additional \$100 US Games certificate for every \$1000 increase over the total amount raised at your last event. For other JRFH/HFH incentives, check with your Youth Market Director!



35th Anniversary JRFH Red Kayak Raffle

To celebrate the 35th anniversary of JRFH, WHPE raffled off a red kayak and other fun door prizes at the WHPE convention. **Jo Bailey, WHPE President**, presented **Kori Coffeen and AHA** a check for \$1200! Thank you to all the WHPE members who helped sell raffle tickets and for all the convention attendees who participated in the raffle!



Original Task Force Members Celebrate the 35th Anniversary with WHPE

Thirty five years ago, JRFH began as a jump event at Riverside High School, here in Wisconsin. Jean Barko launched what has now become a nationwide American Heart Association JRFH/HFH event. In the early days of JRFH, the original Task Force committee met to help Wisconsin

physical educators share heart healthy jump activities in the quest to help educate students about the importance of keeping their hearts healthy and how to live a healthy lifestyle. It is with tremendous gratitude that we honor the early work that the JRFH Task Force did to help build a strong JRFH program in our state and nation.

Dave Braby, Chris Zvara, Patti Yana, Barb Sheffield, Peggy Eilers, Rod Gehrig, Dave Magar, Bob Hirschl, Terry Tuttrup, and Jackie Rottler were Task Force guests of honor at the WHPE Awards Banquet. The



Task Force members shared a table of vintage JRFH clothing, awards, and other JRFH items from the early years of JRFH. Recognize any of it?!

Task Force members shared a table of vintage JRFH clothing, awards, and other JRFH items from the early years of JRFH. Recognize any of it?!



Governor Scott Walker 35th Anniversary JRFH Proclamation

Governor Scott Walker proclaimed October 24th, 2013 as Jump Rope for Heart Day, in celebration of the 35th Anniversary of JRFH. **Kris Fritz**, former WHPE President, and **State Senator Joe Liebham** helped secure the proclamation for the 2013 WHPE Awards Banquet. **AAHPERD JRFH/HFH Joint Projects Manager, Laura Munley**, helped celebrate the 35th Anniversary of JRFH as a guest at the Awards Banquet and JRFH/HFH Coordinator Breakfast Social.

35th Anniversary JRFH Quilt Goes National!

Sandy Hagenbach handcrafted a JRFH quilt to help celebrate the 35th Anniversary of Jump Rope for Heart. Sandy's quilt will continue to be enjoyed throughout the year at the National AHA Headquarters! Thank you, Sandy, for sharing your work of heart and love!



35th Anniversary JRFH 5K Run/Walk!

WHPE Convention attendees received a 35th Anniversary Rock the Beat T-shirt, with support from WHPE, American Heart Association, and US Games. WHPE celebrated the 35th Anniversary of JRFH with a 5K Run/Walk. After an energetic, uplifting warm-up lead by physical educator, **Jackie Clark**, and an unofficial start by **WHPE President, Jo Bailey**, runners and walkers were off to enjoy their 5K!



35th Anniversary JRFH 5K Run/Walk



TEACHING IDEAS - High School, Middle, Elementary

Shipwrecked ... Directional Game ... Submitted by Sandy Hagenbach

Teacher Calls

Regular Game

Basketball Game

Starboard	Run to far end line	Dribble and run to far end line
Port	Run to near end line.	Dribble and run to near end line
Overboard	Run to side line.	Dribble and run to side line
Go to Jail	Wait at opposite sideline.	No Jail
Jail break "green"	Students wearing green High 5 students in jail and break them out. Call different descriptor each time.	
Crab	Crab walk to designated line	
Rowboat.	Scoot on bottom to designated line without using hand to push off	
Shipwrecked	Sit down.	Go to knee and continue dribble
Home port	Squad spaces	Dribble to squad spaces and continue dribble
Octopus	Go back to back with a partner.	Dribble and go back to back to back with a partner and continue dribbling
Whirlpool	Turn in a circle	Dribble and turn in a circle
Shark	Hop on one foot with hand on head like a fin	Hop on one foot with hand on head like a fin
Lifeboat #	Call a number and that number of students	Call a number and that number of students join hands like a square dance star and continut to dribble. Limit to 4!
Light house on the left.	Stand on left foot	Dribble in left hand
Raft on the right	Stand on right foot.	Dribble in right hand
Double trouble		Partner pass two balls one bounce pass the other chest pass.
Eight O'clock.		Figure 8 ball around legs
Around the world		Wrap ball around your waist
Waterfall		Hold ball at back of neck and let it roll down your back & catch it
Clam.		Lie on back (spread out) and chest pass to self
Pirates.		Steal other peopl's balls by knocking them out of control
Blowing bubbles.		Shoot

Recess Walking Club

I started a recess walking club at my elementary school this year through our Fuel Up to Play 60 program. Students can walk to earn punches on their walking club card each day. When they earn 20 punches, they get a "Super Sneaker" spirit stick for their backpack. Each additional 20 punches earns students a new color spirit stick. Our recess supervisors carry the card puncher and students keep their cards in their desk. Students bring their cards down to me when they earn 20 punches to get a spirit stick. Students are motivated to walk to get the spirit stick and I love it because they have something to do during recess that benefits their health and is a positive social interaction between their peers.

submitted by Andrea Brehm,

*WHPE Central Wisconsin District Coordinator
Physical Education Teacher, Hemlock Creek Elementary School*



Funky Jam Dance

Created by Brenda Erdman

ANY MUSIC that works for you. Song I used:
Move to the Tempo, Cristy Lane Hip Hop Vol. 1
Dance near a partner or group of three.

- 1-4 Jump both feet apart, across, apart, together.
- 1-2 Touch right toe out to right side, then together.
- 3-4 Touch left toe out to left side, then together.
- 1-2 Pump both hands down at sides 2x (pushing down with palms.)
- 3-4 Pump both hands overhead 2x ("raise the roof!")
- 1-2 Pump/circle hands at R hip 2x, push R hip to the R as you circle your hands.
- 3-4 Repeat on the left side.
- 1-2 Step R foot forward and turn (pivot 1/2 way around.)
- 3-4 Repeat (facing front again.)

Optional:

- 1-4 Jazz square (step forward, across, back, together.)
- 16 count dance with partner/group.
- Create a "dance", 2 sets of 8 counts.



THERE'S AN APP FOR THAT!

I downloaded the free app, Strava! It uses GPS to track walks, hikes, runs, bike rides, etc! Anyone who signs up can also participate in a friendly competition by being ranked against others traveling parts of your route! If you're first, you're known as the King or Queen of the mountain!

– submitted by Pam Connolly, UW-Platteville, Senior Health and Human Performance lecturer

Splashtop app

Lets you control your desktop computer with your ipad. Allows you to walk around and monitor students while using your projector. \$19.99 – submitted by Nicole Reese

Endomondo

Endomondo is a fitness tracking mobile app that is ideal for distance based activities. The app uses the GPS in your mobile device in order to track your workout. Endomondo can be used to create a "fitness community" in your classroom. A Physical Education teacher could create a group on the app using their class in order to encourage physical activity outside of the classroom. Using the Sport Education Model a PE teacher could create a running challenge for their students to compete with teams outside of normally scheduled PE. The teacher as well as the students would be able to track their own workouts as well as see each other's runs and have the capability to comment on the results and encourage one another during the challenge. While an individual is running the app tracks the distance, duration, average speed, max speed, calories, altitude, and weather conditions. The app saves a history of your workouts so that you can compare your workouts as well as look for progress as time passes during the running challenge. Utilizing the technology this app provides exposes students to a fun and social way to stay active in their life with their friends or family outside of school. Endomondo is a tool that can be employed as tool to work towards the goal of motivating students to be lifelong movers.

– submitted by Jeff Steffen, UW-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:

Brenda Erdman

**145 Mitchell Hall • UW-La Crosse
1725 State St. • La Crosse, WI 54601**

800-441-4568; 608-785-8175

berdman@rsd.k12.wi.us

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.

Teacher Effectiveness Project

I am a teacher in the Waukesha School district and we are doing the full blown teacher effectiveness this year. I have my SLOs, ppgs, etc. We had to have two SLOs. One could be subject related (PE) and one had to focus on literacy. I joined a kindergarten team for the literacy SLO. I would REALLY encourage PE teachers to do the same - join a team. You can work together on the goal. Part of the plan is for letter recognition and letter sounds. I have ordered more equipment that have letters on it and will be working with the K teachers on what is the focus for the week. We will do informal testing in class and the K teachers do the formal testing. That is the simplified version but it is a start. My PE SLO (as were most of the PE teachers in the district at the elementary level) was focusing on the Pacer Test and the data. Choose a small group to work and focus on - not the whole school. I am focusing on 1- 4th grade class.

submitted by PamLahmann – plahmann@waukesha.k12.wi.us

Teacher Effectiveness Advice:

Sometimes it's hard for "nice, happy" teachers to correct any or all of the misbehaviors we see in our students. To help with this, remember to do the right thing. We need to be assertive. We need to address and correct issues sooner than later to help our students develop into good citizens, and prevent future distractions from happening.

submitted by Pam Connolly, UW-Platteville, Senior Health and Human Performance lecturer

I did an SLO on the underhand throw and collected data from a district rubric. After analyzing the data and speaking with my Principal she suggested I target a small group for improvement verses all the students.

submitted by Sandy Hagenbach, Heritage Elementary, Physical Education

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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Physical Education Bill 51 – the GYM Act law (Get Youth Moving)

Physical Education Bill 51 – the GYM Act law (Get Youth Moving) was kicked off at the YMCA in Green Bay by Representative Chad Weininger. This bill is pushing for 30 minutes of physical education class each day for students at the elementary level. Representatives from the Wisconsin State Alliance of YMCAs, American Cancer Society Cancer Action Network, Wisconsin Parent-Teacher Association and WHPE were in attendance to support and help inform the public why legislation is needed now.

The Cancer Society stated that over the past 20 years Wisconsin's obesity rate has more than doubled. One in four Wisconsin adolescents is overweight or obese and at least half of these kids will become overweight adults. As adults they will face a much greater risk of developing and dying from chronic disease including heart disease, diabetes, stroke and cancer. It was also said that obesity is associated with cancer – two-thirds of all cancer cases are now attributed to weight and inactivity and is threatening to overtake tobacco use as the number one preventable cause of cancer in our country. The cancer society feels we need to act now by starting with our children, helping them to develop healthy habits early and physical education is a critical way to give kids those skills while improving their health. Thirty minutes a day of QUALITY physical education is proven to increase kids aerobic and physical fitness – this is also the standard set by the Institutes of Medicine, the American Cancer society and the American Heart Association. We can't just talk about the need to tackle childhood obesity – we need to do something. The GYM Act is that "something". It is the proven action we need to ensure each and every Wisconsin elementary student- no matter where they live – gets up and gets moving while learning the skills they need to lead a healthy, active life. This is the legislation we need to begin tackling the childhood obesity trend and work toward a future with less cancer.

Representing WHPE, I shared our belief that Physical education has the power to improve both a child's health and his/her academic success. Today's physical education is not the PE of years past. It isn't Dodge ball – it is comprehensive, practical and engaging while addressing the components of fitness (flexibility, muscular strength and endurance, body composition and cardiovascular endurance). Daily physical education would allow for more opportunities to develop motor skills and athletic skills through a wider range of activities. The elementary level of school is the most important time for kids to develop their skills, to figure out what they like. To see it, do it and remember it. When students have the chance to master these skills and concepts in physical education they are more confident, independent and self-controlled which fosters a desire to want to participate and even lead physical activities. Physical education also plays a major force in helping children to socialize with others successfully and learn positive people skills – skills that are especially important in the elementary school years. Study after study has shown that physically fit kids do better in school, they behave better in class and they miss less class. Having physical education just three times a week isn't enough. It is critical that they get a chance to move every day for 30 minutes - the GYM Act is something we need to do and it's something our kids deserve for the benefit of their minds and bodies.




Kim Henderson Past President of the Wisconsin Parent Teacher Association shared that parents know that kids don't get as much exercise as they have in the past, in part due to technology. Some children can't afford to participate in extracurricular sports. There are only so many hours in a day and even if you are enrolled in great programs like the YMCA has – it is still not a substitute for the physical and academic benefits of daily physical education – especially for the young kids. Students need more than just a chance to run around, they need instruction. It is felt that parents often

pay for personal trainers and nutritionists to teach them how to be physically fit – we should be teaching our children now instead of waiting until the problems occur. Parents know the influence that teachers have upon their children – they believe schools should partner right alongside them to combat childhood obesity. Parents and the Wisconsin PTA support the GYM Act because it supports what parents all over the state want: 30 minutes a day of physical education and a guaranteed partner in their efforts to keep their kids fit and healthy.

As an organization WHPE will continue to monitor where the GYM ACT is going.

Submitted by Rosie Sylvester, WHPE Past President

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
AAHERD is a proud program partner of Hoops For Heart.

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WHPE Members Accomplish Great Things

Lowell Elementary – Motor Laboratory

Submitted by Bill Kirsch (bkirsch@waukesha.k12.wi.us)
Lowell Elementary-School District of Waukesha, 262-970-1987

A few years ago I began to explore ways to incorporate more movement into the school day for our students at Lowell Elementary in the School District of Waukesha. Sometimes these are called “Brain Breaks”. While searching for ideas I came across the book “Perceptual-Motor Activities For Children” by Johnstone and



Ramone, I began to think about the idea of developing a Motor Lab for our school.

The first task was to find a room. An extra classroom near the gym was being used sparingly during the week for Specially Designed Physical Education, Occupational Therapy, and Physical Therapy. The room was a natural fit and with a

little collaboration, and permission from our principal, we were on our way toward developing the Lowell Motor Laboratory.

I should mention at this point that the idea of a Motor Lab was and is still fully supported by our building principal, Mrs. Lori Schultz. I divided the room into 8 separate sections by placing masking tape across the carpeted floor. So, depending on class size, that would be 3-4 students per section.

The next task was to orient the teaching staff. Our principal was kind enough to allow me to “inservice” our teachers at the beginning of a regularly scheduled staff meeting. The staff was impressed with how “awake” their minds and bodies were after just 3 minutes of vigorous activity.

Over time we have developed a variety of movement patterns for the students to do. These patterns include different activities relating to strength, balance, agility, flexibility and even yoga! I teach the movements during physical education class. Usually the students do each exercise for 20 seconds. With 6-8 activities the class can be in and out in under 5 minutes! Here is an example of one series of movements that we have done:

- Front Support
- Side Support (R)
- Side Support (L)
- Clap Under
- Yoga Bridge
- Mountain Climber
- Virtual Jump Rope
- Floor-to-Ceiling Jumps
- Opposites
- Hip Crossover

We have developed about 10 different routines that a classroom teacher could use in the “Lab”. The routines are introduced and refined during the P.E. class. Going forward, I intend to work with students to create videos of the routines to make the program easier for the classroom teacher.

To take the program a step further, teachers can ask questions relating to curriculum for “shout out” type responses from the students as they exercise. Research tells us that students can retain information better when movement is included during the learning process.



Personal Accomplishments:

I ran my PR in the NY marathon
November 3rd! 3:40.

submitted by Pam Connolly, UW-Platteville,
Senior Health and Human Performance
lecturer

Professional Accomplishments:

During all-school assembly, students from K-5th grade in Northside Elem. Lacrosse will do a “Sid Shuffle”(ice age) flashmob. Can’t wait to see it happen!

– submitted by Ryan Berndt, La Crosse School District

Heritage will be receiving the N.E.W. McDonald’s Balanced Active Lifestyle \$500 grant. We will be using the money to buy equipment to support Nutrition education in Physical Education and will be running a healthy snack recipe contest.

– Sandy Hagenbach, Heritage Elementary,
Physical Education, Depere

Special Note: The purpose of the Lowell Motor Laboratory is not to replace Physical Education. We developed this room and program as a tool for the classroom teacher to use to increase student learning. Here are some comments from one of our third-grade teachers, Mrs. Deb Monasterio:

“That felt really good!” “That was fun!” “Can we do this again?” These are all comments I typically hear after a visit to the Motor Lab.

Visits to the Motor Lab have become an essential tool that we use numerous times each week. I especially like to take a visit to the Motor Lab prior to a big stakes standardized test. While I can’t prove with hard and fast data that the Motor Lab is the reason why my kids were so attentive and focused, I would be hard pressed to provide any other logical explanation.

I would strongly recommend that you try to establish a “Motor Lab” at your building. Please do not hesitate to contact me with any questions you may have.





“Communication Organization” Culturally Responsive Health and Physical Education

Dan Timm

Happy winter! I hope you are enjoying Wisconsin’s wonderland and the many activities it offers.

In the last newsletter, I wrote about differing participation structures, namely passive-receptive in which teachers speak while students passively listen and participatory-interactive in which students actively engage the teacher in discussion while the teacher is speaking. Passive-receptive participation tends to be practiced by European Americans and participatory-interactive participation is frequently used by African American, Hispanic, and Native Hawaiian individuals.

The manner in which ideas and thoughts are organized in written and oral communication also has distinct differences. The two versions of communication organization are topic-centered and topic-chaining. Topic-centered communication is typically used by European Americans and topic-chaining is often used by African Americans, Asian Americans, Hispanics, and Indigenous people.

In topic-centered communication, speakers focus on one topic at a time. Thoughts, facts and ideas are arranged in a linear fashion enabling deductive processing to move from discrete parts to a cumulative whole. Oral communication tends to be short and concise. Quality in this type of communication is determined by clarity of expression, absence of excess verbiage, and continued focus on the issue being discussed. Journalistic writing, which focuses on who, what, where, when, why, and how, is an example of topic-centered communication.

Individuals who use topic-chaining communication focus on more than one issue at a time. Discourse about one issue may build from the previous issue, overlapping and intersecting with the first issue. Thinking and speaking tend to be circular rather than linear. A speaker of topic-chaining communication may appear to be rambling, disjointed, unfocused, and goes on to a new thought before finishing a previous one. People who speak using topic-chaining may appear to be telling a story.

A number of years ago, I attended the American Indian Studies Summer Institute sponsored by the Department of Public Instruction. To introduce ourselves the first morning, each attendee was to state his/her name, hometown, position, and what (s)he wanted to get out of the workshop. European American attendees were topic-centered and directly provided the four pieces of information. Indigenous attendees were topic-chaining and provided the information in an extended discourse or story.

In a school setting, students who organize their communication in a topic-chaining manner may be thought of as not responding directly to questions asked by a teacher and may be encouraged to “get to the point.” These students tend to set the stage before answering a teacher’s question. European American teachers may find topic-chaining communication difficult to understand and place little value on it because of the excess dialogue.

As can be surmised, teachers, especially European American teachers, may become exasperated if they are accustomed to topic-centered communication and are unaware that topic-chaining communication is a cultural norm for some students. It is important for teachers to have a cultural knowledge base for all students and integrate topic-centered and topic-chaining communication into their teaching. Gay (2010) noted that students who can communicate in their preferred manner do better academically.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York, NY: Teachers College Press.

-Dan Timm, Faculty Associate, Department of Kinesiology, University of Wisconsin-Madison, Madison, Wisconsin 53706, 608-262-7714, dtimm@education.wisc.edu



Book Review

Unwind by Neal Schusterman

– a twisted “reality” which bridges as posed to today’s society. – Submitted by Megan Berndt




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, 2014 . You may contact is 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
145 Mitchell Hall 1725 State Street
La Crosse, WI 54601**

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



Fuel Up To Play 60

Fuel Up to Play 60 has impacted over 2,000 schools in Wisconsin. Many exciting things have happened this school year. This was the first year that students could win tickets to each of the Green Bay Packers home games by posing for a photo with milk, cheese or yogurt which wearing Green Bay Packer gear. Students submitted a photo along with a 60 word description of what they are doing to Fuel Up to Play 60 at their school.

Additionally, 40 students and chaperones attended the Fuel Up to Play 60 game on December 8th to cheer the Green Bay Packers to Victory. The students enjoyed a tail gate event and were invited to run onto the playing field before the players in front of the 76,550 fans. The students also stayed on the field for the National Anthem.

Congratulations to the students attending the Fuel Up to Play 60 game from the following winning schools: Kewaskum Middle School, Somerset Middle School, De Forest Middle School, Houdini Elementary (Appleton), St. Martin Lutheran (Clintonville), and Rock River Intermediate (Waupun).

Fuel Up to Play 60 engaged students in K-12 schools. The physical activity plays made a significant impact in many schools. Last year's Program Advisor of the Year and WHPE member, Shane Sperle from River Ridge Middle School in Bloomington stated, "I have seen students now get excited for Wednesday mornings. If we miss school for any reason such as a snow day, they always want to make it up the next day".

WHPE member Jill Rushkofski from Huntley Elementary in Appleton has been recognized as this year's Program Advisor of the Year. Jill presented at the State WHPE convention her Fuel Up to Play 60 experience from Rookie to Veteran and shared, "The students at Huntley are engaged in a successful play, the Huntley Hustle Brain Break where students designed a dance to get the entire school active".

WHPE Members, Engage Your Students Today! For more success stories from Wisconsin schools, please visit WisconsinDairyCouncil.com. For more information on the Fuel Up to Play 60 program, please visit FuelUpToPlay60.com. New contests, student incentives and funding will be available next fall. On behalf of the Dairy Farm Families of Wisconsin, Thank you for your support.

submitted by Mary Andrae MS, RD, CD

Regional Program Manager, Wisconsin Dairy Council | Wisconsin Milk Marketing Board

Office: 608-203-7206 or 800-383-9662 X206 | Mobile: 608-577-6844

mandrae@wmmb.org | EatWisconsinCheese.com | WisconsinDairyCouncil.com

Eat Healthy. Get Active. Make a Difference. FuelUpToPlay60.com



Greenfield Bilingual K8 - MPS, RECEIVES FUNDS FOR FUEL UP TO PLAY 60 Wisconsin Dairy Farmers and Green Bay Packers Support School Wellness Program

Milwaukee – September 10, 2013 – Greenfield Bilingual K8 of Milwaukee Public Schools, has been chosen to receive \$500. to support its Fuel Up to Play 60 initiative. Greenfield Bilingual K8 school was selected from several schools that applied for funding across the state to help them jumpstart and sustain healthy nutrition and physical activity improvements. Wisconsin schools are eligible to receive up to \$1,000 to help them increase awareness of and access to nutrient-rich foods and physical activity opportunities for students. Funding for this competitive program is provided by the Wisconsin Milk Marketing Board through Wisconsin's dairy farmers.

Fuel Up to Play 60 is an in-school nutrition and physical activity program launched by the National Dairy Council (NDC) and the National Football League (NFL), with additional partnership support from U.S. Department of Agriculture (USDA). The program encourages youth to consume nutrient-rich foods (low-fat and fat-free dairy, fruits, vegetables and whole grains) and achieve at least 60 minutes of physical activity every day.

Funds for Fuel Up to Play 60 provide support for a variety of activities and tools, such as foodservice materials and taste-testing supplies, nutrition and physical education equipment. Greenfield school will also use some of the money to purchase sports equipment for our Wellness Family Nights.

More than 70,000 schools across the United States are participating in Fuel Up to Play 60. Fuel Up to Play 60 is designed to engage and empower youth to take action for their own health by implementing long-term, positive changes for themselves and their schools.

"Fuel Up to Play 60 has really taken off in Wisconsin. Wellness champions and students in more than 2,000 schools have embraced the program, and these funds will help many of the participating schools to do even more," said Laura Wilford, Director Wisconsin Dairy Council.

Schools, parents and students can learn more about Fuel Up to Play 60 at www.FuelUpToPlay60.com



Students from the Wisconsin Center for Blind and Visual Impairment participate in a round of adaptive disc golf with UW-Platteville students

PLATTEVILLE, Wis. — On Oct. 2, 15 students from the Wisconsin Center for Blind and Visual Impairment in Janesville, Wis., participated in a round of adapted disc golf at a course in Platteville, Wis., with 15 University of Wisconsin-Platteville health and human performance students enrolled in the course Teaching Children with Exceptional Abilities in Health and Physical Education. The visiting students ranged in age from 18-21 and had varying degrees of visual impairment. A number of the students also had intellectual disabilities.

In the morning, students were taken on a tour of the university campus. Following the tour, each student from WCBVI was paired with a university student to play a round of disc golf on the 2,100-foot, nine-hole disc golf course, located next to Westview Elementary School in Platteville.

UW-Platteville's Pioneer Academic Center for Community Engagement provided adapted disc golf equipment for the students with visual impairments, including small beepers that adhered to the bottoms of the golf discs, which enabled students to locate them after they were thrown. When a golfer neared a hole, a university student used his or her voice to help guide the golfer toward the hole.

"Our Teaching the Exceptional Child course introduces our HHP majors to working with students with varying abilities," said Tim Swenson, lecturer in adapted physical education at UW-Platteville. "This special class activity had many benefits for the university students as well as the students from WCBVI."

"Overall, the day could not have been better," said Swenson. "It was such a win-win for all the students involved. The students from Janesville were able to work on building community based recreation skills and the UW-Platteville students were able to broaden their experiences in working with others with special needs."

"For the students from WCBVI who are in the community-based recreation class, it also reinforced the fact that there are opportunities outside of Janesville for the students to participate in," added Swenson. "A number of them are interested in possibly attending college, so this also gave them an opportunity to tour a university campus and understand that a university experience is within their reach."

"For our health and human performance students, this experience helped them overcome any hesitancy they may have had in working with students who have special needs," said Swenson. "It is important for them to realize that the person always comes first – that the students they are working with are students with vision impairments, not visually-impaired students."



"For close to two years, our students have been traveling to Janesville to tour the WCBVI school and learn about the assistive technology the students have in their classrooms as well as participate in adapted sports and activities for students with visual impairments," said Swenson. "It was wonderful to welcome them as our guests at UW-Platteville."

Following golf, students participated in a question and answer session sponsored by the university's Office of Students with Disabilities that addressed some of the challenges of visual impairment.

Link to YouTube video about the event:
<http://www.youtube.com/watch?v=vRFVax33xgA>

Contact: Tim Swenson, CAPE, Health and Human Performance, (608) 342-1989, swensont@uwplatt.edu

Written by: Laurie Hamer, College of Liberal Arts and Education, (608) 342-6191, hamerl@uwplatt.edu

Recipe from a WHPE Friend!

Fruit tortilla (from Zumba magazine):

Warm a whole grain tortilla in a pan until you see bubbles. Remove from the stove top to a plate. Spread yogurt around the entire tortilla. Top with such items as cut berries, dried fruit, sliced almonds, and a grated apple. Finally drizzle melted peanut butter on top. Enjoy!



*submitted by Pam Connolly, UW-Platteville,
Senior Health and Human Performance lecturer*

Greetings Future Professionals!

I hope that everyone's finals are going well and the semester is coming to a smooth end.

We have been busy the past few weeks planning our annual convention and what will be included. First off, the dates for the conference will be Friday April 25th and Saturday April 26th. On Friday, current teachers will join us for the conference.



But, Saturday will be dedicated to you, the future professionals. Brochures for our conference will be out just after the first of the year.

I would like to invite you all to "Like" the Facebook page I have created (<https://www.facebook.com/whpefuturepros>). This is a way for us to communicate easily, share lesson plan ideas, and share conference ideas. This will also give you updates on the conference planning and other professional development opportunities. President Elect Zack Berg and I will be updating this page frequently.

If you can spare the time, you should consider attending the National AAHPERD Convention in St. Louis, MO April 1st-5th. Registration for the conference is now open. There will be thousands of Physical and Health Education teachers from all over the nation there to connect with.

This is all I have for now. If you have any questions for me, please email me at phillip.white@my.uwrf.edu and I will get back to you with a timely answer. I hope you all have a safe and happy holiday!

Phil White

WHPE Future Professionals President

Physical and Health Education Student, UW-River Falls

A Member we will miss...

Dorothy Willers of Sheboygan passed away on November 4, 2013. Dorothy presented at WAHPERD conventions in Stevens Point in 1980 and La Crosse in 1981 and was awarded the WAHPERD Teaching Honor Award in 1983.



The University of Wisconsin-River Falls Health and Human Performance Department is excited to announce our **New** combined Health and

Physical Education Major. This streamlined program, which began accepting students in the fall of 2013, will enable students to complete the program in just **five years** with a Health and Physical Education Major, Adapted Physical Education Minor, Water Safety Instructor Certification, Life Guard Certification and CPR for the Instructor Certification. If you have any question regarding the program please contact **James Gostomski** at James.gostomski@uwrf.edu or **Stacy Furness** at Stacy.furness@uwrf.edu

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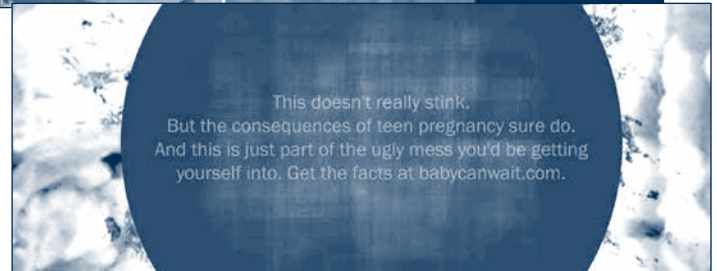
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How Milwaukee reduced teen pregnancy by 50% in Seven years

In October the Mayor of Milwaukee announced that the city had passed its goal of reducing teen pregnancy by 46% by 2015. The Mayor announced that Milwaukee had surpassed that goal two years early by reaching a 50% reduction in teen births: <http://www.jsonline.com/news/milwaukee/milwaukee-teen-pregnancy-rate-drops-50-in-7-years-after-city-efforts-b99126584z1-228951391.html>. How did Milwaukee outpace the national trend that has been occurring due to teen pregnancy? It was done with an all hands on deck approach to the problem. The United Way of Greater Milwaukee took on the challenge and has led a coalition of community leaders to make bold choices and strategies to keep the topic in the minds of the community. Coalition members included Milwaukee Public Schools (MPS), the Milwaukee Health Department, the Milwaukee Journal Sentinel, multiple universities, members from the business community, churches, social services organizations, media experts, and the list goes on.

The MPS worked with community leader's parents, and the medical community to revise the comprehensive sex education curriculum used in the district. This curriculum, the MPS Human Growth and Development Curriculum has lessons at every grade level starting in k5 and going through 9th grade. The curriculum is free and available for use at www.wellnessandpreventionoffice.org. This is only a small part of some of the strategies. Many others were used including some rather in your face media campaigns targeting students. These were designed to keep students and their parents talking about the topic. Here are a few examples:

There were not just posters, bus wraps, but also videos. There was a 2028 movie trailer (http://www.youtube.com/watch?v=HbwNX_KdNfI) where students went to what they thought was movie and got a lecture on teen pregnancy. There were also public service announcements on local stations; these got the media's attention: <http://www.youtube.com/watch?v=yyeniD4c7zA>



Overall, this was a massive effort to make a difference and they are not done yet. More will be coming because the rates are still too high. If you are looking to make a difference, get the right people at the table, get students involved and use them to spread the message. Get their input. Use the resources already created by Milwaukee and others. One last tip, here is a website that we recommend for high school students to use to get accurate and current information: www.babycanwait.com. If you have any questions please feel free to contact Brett Fuller at fullerba@milwaukee.k12.wi.us.



Hello from the Berndt's!

Khyll (Treasurer) and Ryan (Middle School Rep) want to wish everyone a Happy New Year and continued success in 2014. We have been blessed many times over this past year both professionally and personally and hope that each of you can count some of your own as well.

Khyll is in the midst of her 7th year in the School District of Holmen teaching in all four elementary buildings. While this may not be ideal, she has an amazing attitude and enjoys the chance to connect with as many students and staff as possible.

Ryan is also in his 7th year teaching and is now at the Northside Elementary in La Crosse awaiting the opening of a new school which is on schedule to open in the fall.

Both of us have been busy hosting UW-La Crosse student teachers and clinical students helping to prepare future professionals while we work together to build our profession. We also enjoy all the Coulee region has to offer for both the two of us and our 18 month old, Ramsey Jo. Our pup Calla gets in on the action too!

We are excited to be part of WHPE. There are many outstanding opportunities happening this upcoming year in WHPE! Stay tuned to find out more!



Pop Culture #PhysEd Games

Looking for some new ideas to grab your student's attention and excite them?
Check out these Pop Culture games sourced by Sarah Gietschier-Hartman (@GHSaysRockchalk)

Lightning McQueen (from Cars)

Equipment: scarves

- ◆ Divide the students into partners. One of the partners has three scarves.
- ◆ The other partner is the first race car, Lightning McQueen. S/he runs a lap around the playing area. On each lap as the runner passes the partner, s/he takes one of the scarves from the partner. When the runner has all three scarves, s/he has completed the race.
- ◆ Change so that other partner is Lightning McQueen.

Spaghetti and Meatballs (Cloudy With a Chance of Meatballs)

Equipment: Gator balls and swimming noodles

- ◆ Divide the students into two teams. One team stands on one half of the playing area and the other team stands on the other half of the playing area.
- ◆ Place half of the balls (meatballs) and half of the noodles (spaghetti) on each side of the playing area.
- ◆ On a signal, the children pick up a ball or noodle and throw it to the other side.
- ◆ After a short period stop to see which team has the most spaghetti and meatballs.
- ◆ Repeat the game.

All Aboard (PBS TV Show, Dinosaur Train)

Equipment: platforms, like mats, boxes, etc.

- ◆ The objective is to see how many people can get on a 2 ft x 2 ft platform. Both feet must be off the ground. Must be able to hold pose for 5 seconds.

Sneaky Pirates (The Pirates! Band of Misfits)

Equipment: bowling pins

- ◆ All of the students sit in a large circle.
- ◆ One student stands in the middle and guards a bowling pin.
- ◆ When a number is called (1-4) those students try to steal the pin and run outside of the circle (off the island) before being tagged.
- ◆ If tagged, that student returns to the circle and the other students keep trying to steal the pin.
- ◆ Whoever steals the pin becomes the guard.

Batman and Robin

Equipment: two masks (masquerade masks that just cover the eyes and nose)

- ◆ Designate one student as Batman and one student as Robin. Both students wear masks.
- ◆ Have Batman and Robin face the wall and choose a student to be the Joker.
- ◆ On the signal, Batman and Robin run around and try to tag everyone. If someone is tagged they must sit down.
- ◆ If the Joker tags a student that is sitting then the student can re-enter the game. The Joker is supposed to be sneaky so that Batman and Robin cannot figure out who they are.
- ◆ The game ends when the teacher notices that the Joker has been tagged. Then the teacher asks Batman and Robin if they know who the Joker is.

Other Character Ideas: Diary of a Wimpy Kid—Greg and Rowley vs. Rodrick; Gnomeo & Juliet—Gnomeo and Juliet vs. Tybalt; Harry Potter—Harry and Ron or Hermione vs. Draco; Percy Jackson & The Olympians: The Lightning Thief—Percy and Grover or Annabeth vs. The Lightning Thief, Luke; How to Train Your Dragon: Hiccup and Toothless vs. Astrid; Despicable Me—Gru and a Minion vs. Vector

Monsters Inc. (K-2)

Equipment: 10 hoops

- ◆ Explain to the children that today they are going to be “monsters” hiding in closets (hoops).
- ◆ Scatter the hoops around the gym floor, leaving enough space between the hoops for the children to move freely.
- ◆ As the children move around the gym they will be “monsters” looking for a “closet” to jump into. The students may perform any type of locomotive skill during this activity.
- ◆ When the music stops, they must jump into a closet (hoop) and give their very best monster growl.
- ◆ Once they have completed this take away 2 or 3 of the hoops and repeat the activity until there are only about 2 hoops left.
- ◆ Assessment Idea: Ask the class, “What did you have to do to let another monster into your closet?” Reinforce that this is what it means to cooperate with each other and to work together.
- ◆ Adaptation for Students with Disabilities: Children in wheelchairs can also participate. Even though the hoops may get crowded, you can allow them to park their wheelchair outside the closet and hold hands with another monster.

Cars (4-5)

Equipment: cones to define playing area

- ◆ Have students find a partner and a self space.
- ◆ One partner is in front and the other is behind with their hands on top of their partner's shoulders.
- ◆ The front person should keep their eyes closed.
- ◆ Have the partner “drive” their partner around without “crashing” into other cars (classmates). This should be done by walking.
- ◆ The person with their eyes closed can put their hands up for bumpers if they want.
- ◆ The “driver” can also tap their “car” for a horn if there is “traffic.”

Titanic Challenge (3-5)

Equipment: 3 hoops per team and cones for a starting and finish line

- ◆ Explain to the students that they will all be aboard a sinking ship (the Titanic) and that they must travel to safety via lifeboats (hoops). The object of the game is to get all the people safely off the Titanic as quickly as possible using only lifeboats.
- ◆ Students may only step in the hoops and may pick up the hoops. The hoops cannot be dragged or tossed.
- ◆ Teams may take any number of passengers on the lifeboats, but if any passenger steps out of the hoops all of the people in the lifeboat must return to the ship (start).
- ◆ Teams may step out of the lifeboats only when they have reached the finish line, but they may not throw the hoops back to the boat.
- ◆ Variation: Add cones to the area to simulate icebergs that cannot be moved.

Thomas the Tank Engine (K-2)

Equipment: drum

- ◆ Have each child hold on to the waist of the person in front of them, forming a train.
- ◆ Beat a drum to set various train speeds. Have the train move forward slowly, then faster. Stop the train, then have it slowly back up.
- ◆ The goal is for the train to stay in one piece and avoid crashes.

The White Witch vs. Aslan (3-5) (Chronicles of Narnia: The Lion, the Witch, and the Wardrobe)

Equipment: 1 blue jersey for the White Witch, 1 yellow jersey for Aslan, 1 scarf for Aslan

- ◆ The teacher chooses one person to be “it” and gives them a blue jersey. They are the White Witch from The Lion, the Witch, and the Wardrobe.
- ◆ The teacher chooses one person to be Aslan and gives them a yellow jersey and a scarf.
- ◆ On the signal, the White Witch tries to tag as many people as possible. Once a person has been tagged they are “turned to stone” and must remain frozen until Aslan touches them with the scarf. The scarf represents Aslan's breath that turns statues back to life.
- ◆ Variation: Instruct the students to perform a particular locomotor skill while playing.

Other Character Ideas: Dr. Suess' How the Grinch Stole Christmas - The Grinch and Cindy Lou Who

Harry Potter and the Golden Snitch

Equipment: two balls (one larger than the other), the small ball should be yellow

- ◆ Arrange the students in a circle.
- ◆ Tell them that the larger ball is Harry on his broom and the smaller ball is the Snitch! The mouse might be small, but it is fast!
- ◆ Give the balls to students sitting across from one another. Instruct the students to pass the balls in the same direction.
- ◆ The object of the game is for Harry to reach the Snitch.

Minion Tag (Despicable Me) - shared by Brandon Flowers (@BroadusWoodPE)

Equipment: Minion pool noodles (Cut yellow noodles in half.

Draw Minion faces on each noodle with a Sharpie.)

- ◆ Assign students to be Minion taggers. These students get pool noodles and attempt to tag students waist or below.
- ◆ If tagged by a Minion noodle, the student bounces on two feet around the gym making funny Minion noises. (Did you know the Minion language is called Minionese?)
- ◆ Continue play until everyone is a Minion or time is up.
- ◆ Variation: Students who are tagged become bouncing Minions, as well as taggers.



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CEO's Report

Naturally, I am inclined to start with some good news. From all accounts, our 2013 convention was another success with hundreds of people to thank for their contributions. A conservative estimate of our net profit is \$48,000.00. This is a big step towards our strategic goal of financial independence. A more precise figure will be available when the last of the invoices and purchase orders have been paid. The challenge of our members getting release time to attend will continue to be an issue in the coming years.

Another strategic goal identified in 2012 was to become the premier agency for professional development for all of Wisconsin's Health and Physical Educators. While it would be an exaggeration to say we are there already, we have become key partners with DPI Best Practices and more recently the Adolescent Health symposium. Both of these events have new managers and we can be of great help and value to them. Many of our members are key presenters at both of these events.

Next semester we actually have 3 significant professional development events:

- 1. Adolescent Health Symposium, February 13,14 Concourse Hotel, Madison.***
- 2. A.P.E. Workshop, March 19th, Stoney Creek Inn, Onalaska***
- 3. Future Professionals Workshop, April 26th, UW-River Falls.***

In November, I presented a session entitled "How To Train Your School Board" to Nebraska AHPERD. With the appropriate level of humility, I believe that this session could be valuable to our members. With the passing of Wisconsin Act 105, the future of physical education in Wisconsin is even more subject to local control. In my opinion, our advocacy efforts should be focused at the district level. This will require politically savvy teachers throughout the state.

Many of you have heard about Rep. Weinger's bill to mandate daily physical education in our elementary schools. I was able to speak to him last week and he understands our questions about the impact on class size if there is no additional funding. He has agreed to meet with me to discuss some of the initiatives that are already in place and how he can be one of our friends in the Capitol. The Bill was introduced in Green Bay with the intent of raising awareness. I have been meeting with Allison Miller, lobbyist from the American Cancer Society on a regular basis. ACS was one of the major supporters of the P.E. bill.

Nicole has settled into her new office in room 145 Mitchell Hall. This is a much smaller office with room for only one desk. With Nicole's help, I have moved more of our office supplies and material to my house in Mt. Horeb. Nicole's office is efficient but lacks the storage room that we had grown accustomed to in the past.

Please remember that I am available any time at 608-792-1214 and that my home office is open to you as well.

- Keith

