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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 46, ISSUE 2 SPRING 2017



From your President Patty Kestell



Building Strong Connections: One Educator, Student, Administrator, and Community at a Time

As we head into the summer months and think back on this past school year, I encourage you to take a few moments to reflect on all the great quality health and physical education activities, experiences, and lessons you shared with your students and school community this year. As you reflect on your teaching or your role in your organization, I challenge you to think about the professional connections that you made this past year.

Educators/Colleagues –

- Who did you add to your professional learning community this year?
- Who has helped you add value and depth to your educational growth and development?
- How can you tap into your PLN to stoke your fire and passion as an educator?

Students –

- What new connections did you make with your students this year?
- What lessons did you learn that will help you work with future students?
- What activities, concepts and assessments helped your students grow in their understanding about physical literacy and living a healthy, active lifestyle?
- In what ways did you think about the social and emotional learning component when developing lessons and working with your students?
- How does incorporating a culture of growth mindset help you foster better learning connections with your students?

Administrators –

- What level of communication have you built with your district administrators?
- Do your administrators know what a quality health and physical education program look like?
- Have you shared successes and highlights of your program with your administrators?
- What positive steps could you take to help advocate for your program and build stronger connections with your administrators?

Community Partnerships –

- Is there anyone in your community that you have reached out to partner with in your HPE programs?

Moving Forward to the 2017-2018 School Year –

- Who do you need to build stronger connections with in the coming year?
- What connections can you make in the 2017-2018 school year that will benefit your HPE program, your students, school or district?

Recognition & Celebration of Excellence in WHPE

We have so much to be grateful for and celebrate in WHPE right now. Many of our WHPE members have done exceptional work in their schools and districts, and have been honored at the state, Midwest District, and national level through SHAPE America. As I shared in the March WHPE monthly update, the following people were recognized at the SHAPE America convention for their service and accomplishments to our profession.

Brett Fuller- SHAPE America Channing Mann Administrator of the Year Award, selected to serve on SHAPE America Board of Directors

Karen Petermann- SHAPE America National Elementary PE TOY Award

Tim Mueller- Midwest District Middle School TOY Award, SHAPE America JRFH/HFH Grant Award Winner

Janet Wolf Fendos- SHAPE America JRFH/HFH Grant Award Winner

Kris Fritz- Selected as Midwest District President-Elect

Dan Timm- Midwest District Presidential Citation

The dedication, commitment, and leadership these WHPE professionals have demonstrated in the pursuit of excellence, best practices, and quality health and physical education programs for their students and their districts is truly appreciated.

WHPE, Midwest District, and SHAPE America are fortunate to have such great educators leading the way! There is no greater advocacy for health and physical education than the recognition they have received for the strong programs they have developed. Congratulations to all of you, and thank you for your indelible contributions to our profession!

Professional Development Opportunity WI DPI Best Practices in Health and Physical Education-

July 18-20th : Stevens Point; #HPEAcademy
<http://www.uwsp.edu/conted/ConfWrkShp/Pages/Best-Practices-in-PE-Health.aspx>

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Past President

By Brett Fuller

Eight years. That is the amount of time that I have served on the WHPE Board of Directors. I cannot believe how fast that time has gone. What have I gotten out of this service? That is something that my wife asks every so often. Usually after a board meeting she says to me, "So let me get this straight, you go to do more meetings on a weekend day, don't you get enough meetings during the week?" She is right, I do get more than my fill of meetings during the week, but one of the most important things I get out of my time on the WHPE Board of Directors is...energy. We all work extremely hard at what we do. By the end of the day we are tired, bone tired. By the end of the week we may be exhausted and the weekend or breaks that we get cannot come soon enough. We need to recharge our batteries. That is what I get from my time on the Board of Directors. I get re-energized.

How does this happen? It shouldn't, after a week of meetings (sometimes pointless meetings), classes, prepping for presentations, talking with parents, etc...the last thing you think you should do is go to another meeting. BUT the WHPE Board is a special group of people who have one goal, help health and physical education teachers do a better job for their students. The passion of the people on the board is contagious. There are so many great teachers in our state. Many of them serve on our board of directors. It is humbling and an honor to have them become friends and colleagues. I truly look forward to our WHPE meetings because I learn something new at every meeting.

Now, I will not deny, they are still "meetings" and we have work and decisions to make, but it is all worthwhile. Why am I writing about our board meetings? Well, because as one of the last duties as your Past President is that I am the chair of the nominations committee for the WHPE Elections. This year we will be voting on (at the October Convention) the following positions:

- **President Elect** • **Board Secretary** • **District Coordinators**
- **Northeast** ○ **Central** ○ **Northwest** ○ **Southeast** ○ **Southwest**

Being elected to the President Elect position is a four year commitment. One year as President Elect, two years as President and one Year as Past President. The President Elect who is elected this year will take over as President for a two year term at the October 2018 convention. The President Elect is on the Executive Committee of the Board and will fulfill the duties of President if he or she cannot fulfill those duties. To run for President elect you must have had at least two years' experience on the board of directors.

The Board Secretary is also on the Executive Committee and takes the official minutes of all board meetings. This is a two year term.

The District Coordinators represent there section of the state on the Board of Directors. They are also part of the membership committee of the board and they provide support to members in their districts in advocating for high quality health and physical education. This is also a two year term.


Being on the Board of Directors has been one of the highlights of my career. I have made lifelong friends and I have become a better educator because of my time on the board of directors.

We are always looking for new members to the Board of Directors. We cannot grow as an association without new members on the board. They bring the new energy and ideas. Please consider running for one of the open positions. If you do choose to run, please talk with your school administration to ensure that they are supportive of this. We have four annual meetings, all of which, except the one at the convention, are on Saturdays or during the summer. The Executive Committee meets on Friday nights before the Saturday meeting. BUT it is very important for board members to be at the state convention. Having the support of your school administration to attend the state convention would be very helpful.

If you are interested in running for one of the open positions on the Board of Directors please let me know by Friday June 9th, 2017.

You can email me at fullerba@milwaukee.k12.wi.us . If you have any questions about the positions please ask Keith Bakken, any other board member or email me as well. Thank you have a great spring everyone!

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, 2018. 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



Decide Now App - An app that allows the teacher to create their own choices that students can spin for. I use it as an exercise wheel for students to spin during a warm-up. The wheel could also be used with student names and spun to see which student is in charge of a job. Another idea is for the wheel to be used as a reward system for a student with a behavior plan. If they meet their requirements, the student could spin for a reward. You must purchase the app in order to create your own wheel choices.



*Tracey Portz, Physical Education Specialist,
Clarendon Avenue Elementary*



Moment app - Moment tracks how much you use your phone throughout the day. Total number of times you pick up your phone, apps used, etc. It requires you to take a screenshot of your battery usage and then converts those percentages to minutes. It has the ability to place time constraints on phone usage and a text and drive feature. I have found this app to be easy to use and makes for great health class discussion.

Calm: Meditation to Relax, Focus & Sleep Better

*Submitted by
Wendy Wiesjahn*



Healthy Living and Food Scores - are two EWG (Environmental Working Group) apps that check for hidden toxins in food. Great to have students check foods that have an organic label, but are graded poorly by the EWG. Leads to great discussion about labels and what is really in the food we eat.

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



*EWG's
Healthy
Living
App*



*EWG's
Food
Scores
App*

Books to Check out!



http://www.humankinetics.com/products/all-products/Physical-Literacy-on-the-Move?CFrame=1&content=Gardner-MF_960x38620170410&campaign=HPCarousel
<http://www.humankinetics.com/products/all-products/Building-Character-Community-and-a-Growth-Mindset-in-PE-eBook-With-WR>

Patty Kestell, 2013 National Elementary Physical Education TOY, Physical Education Teacher, Thorson Elementary School

How do you get your professional development?

One way I expand on my professional development is by attending conferences throughout the year. I recently attended the National SHAPE Conference in Boston, MA. While I was at the conference I got the opportunity to present alongside 7 other University of Wisconsin-River Falls students and our professor Donald Glover and Leigh Anderson.

I attended a 50 Million Strong by 2029 Forum about how to advocate for 50 Million Strong and what it means to each individual. During the forum we started with talking about what our definition of 50 Million Strong by 2029 means to us. The presenters went on to discuss that everyone's definition will be different everywhere you go. One way to reach this goal, which the entire forum discussed, was using academic language cards within the classroom to build on our student's vocabulary and character words they know. After our group discussion we broke into groups of our choice that had various topic areas talking around the idea of 50 Million Strong.

The first topic discussed was physical literacy and how each person's journey through physical literacy will be different. We discussed the definition of physical literacy, which is the ability to move with confidence and competence. Within this we discussed what was important in building on a student's physical literacy. The professional I discussed this with and I both agreed that building an individual's locomotion skills was key to future skill development in other activities.

The second topic discussed was how to create a healthier school and better together. We talked about what it meant to make a healthier and better school. Everyone within this discussion agreed that the most important factor was leadership. Within leadership we discussed traits such as: knowledge, humility, listener, being open-minded, taking initiative, and building trust between everyone. When everyone is together as one, you achieve so much more.

The last section we participated in consisted of discussing ways of getting 50 Million by 2029 progressing at each level. The level I sat in on was elementary. The factors we discussed that were pertinent to this age group were locomotive movements, self-motivation and social/emotional characteristics. The locomotive movements involve shuffling (ladders), skipping, hopping, jumping, etc. to help an individual build on skill development throughout their life. Self-motivation involves areas such as students keeping sleep logs, or a nutrition unit where they find healthy options for themselves, which would also teach them about social etiquette. Lastly, social and emotional characteristics involve teaching on character education and decision-making. Character education builds on the goal discussed earlier in building a healthier school and better together. This will build on the students working together and valuing each individual involved.

Overall, this trip was beneficial for me both, on building my networks with professionals currently in the field and on my knowledge of various areas in the health, physical education and adapted world. Gaining connections both in person as well as online through twitter and LinkedIn will be beneficial to me.

Submitted by Molly Wistl, UW-River Falls and WHPE Future Professional Vice President

Professional Development Opportunities:

#pechat- bi monthly on Monday nights 7pm CST with Jo Bailey
 #ESPEchat Tuesday nights 7pm CST (Elementary School PE chat)

Submitted by Patty Kestell, Cedarburg







Fitness Challenge cont. – Katie Mulloy, Physical Education Teacher

Ronald Reagan Elementary School, School District of New Berlin. katie.mulloy@nbexcellence.org

Spring into Fitness Challenge

Directions: Spell the spring related word on each day of the calendar using the alphabet exercises below and rest on Sundays. At the end of the April, bring your calendar, with parent signature, to your physical education teacher for your fitness charm and certificate. If you complete 24 days or more, you can earn a special BONUS prize!

- | | | |
|--------------------------|--------------------------|-----------------------|
| a - 20 jumping jacks | j - 10 star jumps | s - 1 minute superman |
| b - 10 sit-ups | k - 1 minute arm circles | t - 10 push-ups |
| c - 10 push-ups | l - 10 walking lunges | u - 20 high knees |
| d - 20 mountain climbers | m - 1 minute plank | v - 10 crab dips |
| e - 25 ski jumps | n - 10 sit ups | w - 25 ski jumps |
| f - 1 minute wall sit | o - 10 burpees | x - 5 star jumps |
| g - 10 squats | p - 10 squat jumps | y - 1 minute wall sit |
| h - 10 crab dips | q - 10 squats | z - 20 burpees |
| i - 20 scissor jumps | r - 25 jumping jacks | |

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Spring
2 Rest	3 Kites	4 Flowers	5 Rabbit	6 Sunshine	7 Butterfly	8 Baseball
9 Rest	10 Robin	11 Ladybug	12 Outside	13 Grow	14 Umbrella	15 Blossom
16 Rest	17 Caterpillar	18 Sprouts	19 Windy	20 Planting	21 Chicks	22 Garden
23 Rest	24 Grass	25 Backyard	26 Seeds	27 Lawnmower	28 Rainbow	29 Bees

15-23 days completed = Fitness Charm/Certificate 24+ days = Bonus Prize Total Days _____

Student Name _____ Teacher _____

Parent Signature _____

Kan Jam for your curriculum

Kan Jam is a cheap equipment, priced at \$40/set, that could be a valuable equipment for your program at all levels. If you have adopted a teaching games for understanding (TGFU) curriculum model, then this is a nice addition to teaching tactical concepts of Target Games. I use Kan Jam as one type of target game to teach the concept of distance and direction for my 4th and 5th graders. For my Kindergarten through third grade classes I use it as a target for students to kick objects to, throw objects at, and kick or throw objects into the Kan. Below is a picture of the game pieces and the other picture is how I built a tower with all the Kan Jam to be used as a large target for kicking and throwing with force.

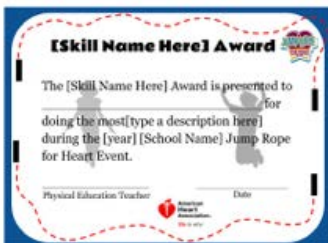


Submitted by True Vang, WHPE Board of Directions
tvang@ecasd.us, Twitter: @vangtrue

Jump Rope for Heart Certificates;

Here are two certificates that I created for my Jump Rope for Heart event. They are free to use. Scan the QR Code to access them. They are both Google Drawing so you will need a google account to access and edit. I recommend printing them on stock paper. Enjoy.

Submitted by True Vang, WHPE Board of Directions
tvang@ecasd.us, twitter: @vangtrue



CONGRATULATIONS

to _____

for completing the

Spring

into Fitness Challenge

date _____

teacher signature _____

Great end of the school year activity/school event – Grades 1-7

Over the past several years at our school, I have put together an Amazing Race field day. The day begins with our 7th Grade students assigned as “team captains”. After getting their passports (directions, rules, terminology of race events) each captain gets a clue as to how to gather their team members 1 student from each grade 1-6. After the team is assembled a classroom teacher checks to make sure the captain has all team members before giving them their first race clue. I've attached a sample of our race clues/challenges from last years race and of the passport each captain receives. The race ends either back at our school or somewhere in the park near our building with a red mat finish and awards ceremony.

Something else that has become a tradition at our Field Day is a “longest drive” contest. All the students grades 1-7 compete to see who can hit a wiffle ball the furthest using regular and junior size golf clubs. The winner each year is presented with a “Green Jacket” during an Augusta like ceremony, in which I put their Name inside and the year using a silver fabric marker.

Larry Kartz, Mary Queen of Saints West Allis

<https://docs.google.com/document/d/1luXXrb8DPaaJG5keHFsVvpgNMZeSKs3jAtVhGE0iDM/edit>

<https://docs.google.com/document/d/1EABG0fO8KsldhAj7yRXr5wWdnKYzbxldfVLYwCWqlz0/edit>

Middle School Teaching Ideas:

This is an 8th grade Beaver Dam Middle School PE class doing the popular “Mannequin Challenge” during our Fitness Unit to the song “Black Beatles” by Rae Sremmurd. https://drive.google.com/file/d/oB_WKK4-sLzaDNkxvUU9oOXVIV1U/view

– Submitted by Anna Brady

Middle School/High School PE Fitness Challenge

I was recently privileged enough to attend the SHAPE America conference in Boston. One of the sessions I attended was the High School PE TOY which featured four of the teachers of the year. An activity that was demonstrated for us I adapted a bit and called “2,500 Fitness Challenge”. I loved the team aspect of it along with the addition of a little math.

Students work in teams of 6 to complete a prescribed amount of bodyweight exercises and repetitions. They can split up the exercises and reps as much as the group decides. One person can do all of the sit ups, for example, or each team member can do an equal amount. Their goal is to work together to complete all 2,500 repetitions of 14 different exercises before the end of class. Here’s a link to take a look and use or adapt yourself: goo.gl/REAJYp

– Submitted by Kalise Horst

Using the Tactical Approach with Badminton

I attended a workshop sponsored by CESA and WHPE member Deb Sazama was the speaker. She was speaking about teaching using the tactical model. I wanted to share a couple things that I found very good.

First, when teaching the tactics, it is really important to manipulate your plans to teach exactly what you want the students to learn. For example, I had never thought to make a badminton court short and wide to teach our students where to hit the ball if their opponent was too far to the right or left. I have used a long court to teach deep and close, but never changed the court to teach the lateral concept. What a great idea!! Also, start out having clear basic rules: ex. For net/wall: Underhand and upward throw, has to bounce before you catch, throw from where you catch, no bounce on throwers side. Give kids the choice on what kind of ball to use. When we changed to doing it with no bounce we used deck rings. She had some really big ones that were awesome.

We also worked with critical questions regarding teaching using the tactical approach. The thought behind this is that it doesn’t all have to be direct instruction, but put some of the ownership on the students to think more critically and give you the answer. Deb gave us these critical questions to use when teaching using the tactical approach and I added an ending option.

Tactical awareness:

What do you do when...?

...your opponent is deep in the court?

Skill and movement execution:

How do you...?

...get the birdie deep in the court?

Time:

When is the best time to...?

...use a drop shot?

Space:

Where is...?

...open space?

Risk:

What is the best choice between...?

...using a lot of force or only a little force?

Enjoy trying something new!

Darci Mick Beversdorf

Problem-Solving Skills in Physical Education

Every student and teacher encounters problems that need to be solved every day and as physical educators we have a plethora of opportunities to teach problem solving skills. You have the opportunity to be a facilitator and helping students learn how to problem-solve! Using a tactical game approach we can help students define the problem, gather information about the problem, identify the decision making options, and put decisions in to action.

Here is an example using the invasion game of basketball.

Lesson Focus: Today we are going to work on the problem of what to do with the basketball ball when someone passes it to me.

There are 5 categories of tactical questions and here are a few examples of questions to help you lead students to lead them through this process:

1. **Tactical awareness questions:** What do you...?
 - a. What do you do when you have a clear path to the basket?
 - b. What do you do when the defender is running at you?
2. **Skill and movement execution:** How do you...?
 - a. How can you pass it?
 - b. How can you dribble it?
 - c. What types of shots can you take?
3. **Time:** When is the best time to...?
 - a. When is the best time to pass it? Dribble it? Shoot it?
4. **Space:** Where is...?
 - a. Where is the defender standing?
 - b. Where are your teammates? Are they in open space?
 - c. How far away are you from the basket? How close are you to the basket?
5. **Risk:** What is the best choice between...?
 - a. Based on where the defender is what is your best choice between shooting and dribbling?
 - b. Based on where the defender is what is your best choice between dribbling and passing?
 - c. Based on where the defender is what is your best choice between shooting and passing?

For more information please see:

Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2013) *Teaching sport concepts and skills: A tactical games approach for ages 7 to 18.* (3rd Ed.). Champaign, IL: Human Kinetics

Teaching Games for Understanding visit

<http://tgfuinfo.weebly.com/>

Deb Sazama, University of Wisconsin La Crosse.

High School Health Activity - “How Crowded Is Your Bed?”

Pam Klein – High School Division VP



During my Freshmen Human Growth and Development Unit, one of the more memorable lessons we do in class is the “How Crowded Is Your Bed” activity. This activity can be used

as an introduction to Sexual Risk Behaviors and the Sexual Exposure Chart. It can be done one of two ways depending on your class size, space or overall comfort level of students.

Regardless of which method you choose next, pass out index cards, one per student, which have one character or partner written on each. Then, determine whether you would like to use your actual students in class to represent the characters and sexual partners in the story OR you can use dolls to represent them. Either way, students/characters or dolls have to make their way to the “bed” after students hear the name on their card read in the story. (If you use actual students, bring in a large bed sheet or comforter to spread out on the floor and if you use dolls, use an old Barbie bed or something similar to be displayed in front of the class).

After the story has been read, (find story here: goo.gl/Ubcf0E) and students have all either sat on/in the ‘bed’ or dolls have been placed on/in the ‘bed’, end class with the following discussion questions.

1. How realistic is this story in a town similar to your own? In society?
2. What behaviors put Jason and Joanne at risk for sexually transmitted diseases and HIV/AIDS?
3. What are the reasons Jason and Joanne had multiple partners?
4. What should Jason and Joanne do now?
5. How can they start a conversation about their past sexual experiences?
6. What feelings may they experience now that they are getting married knowing how many people they have shared their ‘Marriage Bed’ with?
7. If time, have students write the story using positive life choices.

Tips:

If using dolls, allow students to choose their own doll and allow one minute to get any silly behavior out of their system before beginning (playing with hair, posing, dressing, etc.) After activity, show any appropriate Sexual Exposure Chart you find on the internet for further discussion:



Simplified Gaelic Football



Rationale:

Gaelic football is a terrific way to challenge your secondary students to develop new skills/strategies and utilize skills they already have in a fun and engaging multi-cultural invasion game.

Standards: S1: motor skills & movement patterns (M24) S3: knowledge/skills for health & fitness (M1, M7, M13, M17) S4: responsible personal and social behavior (M1, M3, M4, M5, M7) S5: Values physical activity (M1, M2, M5, M6)

Teams:

Small Sided games of 6 on 6 works well.

Scoring:

- 3 points if scored into the goal
- 1 point if kicked above goal like a field goal.

Equipment: In place of gaelic footballs, you could substitute smaller soccer balls or old volleyballs. Goals can be made of PVC or we use old rolling volleyball standards on the side of soccer goals.

To start or restart Play:

- At the beginning of play (and at halftime) the ball is thrown in at center field like basketball jump ball.
- If play needs to stop for any reason other than a foul it is restarted at the spot where it was stopped by a jump ball.
- After a score, or when the ball misses the goal and crosses the end line the goalie kicks the ball into play.
- If the ball goes out of bounds, the team that didn’t knock it out kicks it back in from the sidelines.

Gaining and releasing possession:

- Players may catch the ball in the air, or on a bounce.
- Players may not pick up the ball from the ground unless it is actively bouncing; if the ball cannot be picked up it must be toed into the player’s hands in any manner. Picking up a rolling or stationary ball is a foul.
- Players must punch pass like a volleyball underhand serve or drop kick like a football to release possession. Throwing the ball is a foul. -Players may block or intercept the ball but it is a foul to grab or knock it out of someone’s hands.

Running with the ball:

- Players get 4 running steps. To take additional steps they must bounce it once like basketball, or toe kick it up to themselves. Travelling is a foul.
- Ball may not be bounced twice in a row. Bouncing the ball twice in a row is a foul.
- Players may not hold the ball for more than 5 seconds if they are not moving.

Fouls and Turnovers

- When a player commits a foul the ball is given to the other team at the location of the foul. The other team punts the ball into play. The kick cannot be opposed.

Sources:

<http://seattlegaelics.com/schools/teachers.html>

http://www.northamericangaa.com/contentPage/354598/educators/p_e_curriculum

Submitted by Maureen Vorwald, Platteville Public Schools



Patty Kestell, Penny Kroening, and Karen Petermann



Keith Bakken and Penny Kroening



Janet Fendos, Tim Mueller, and Brett Fuller

Karen Petermann - SHAPE National Elementary Teacher of the Year



Congratulations to Karen Petermann, Longfellow Elementary School, Clintonville Public Schools for being name National Elementary Teacher of the Year and honored at the SHAPE's Hall of Fame Banquet during the National Convention & Expo in Boston, March 14-18. The Teacher of the Year awards are given in

recognition of outstanding teaching performance and the ability to motivate today's youth to participate in a lifetime of physical activity.



Congratulations to Tim Mueller, Erin School District, Hartford, WI, for receiving the Midwest District Middle School Teacher of the Year Award. Tim was honored at a SHAPE National Convention for his award.

SHAPE America JRFH/HFH Grant

Today I received the shipment of our US Games equipment, which I ordered using the JRFH/HFH grant gift certificate. Some of my 5th grade students were the first to see all the new fun supplies. They were so excited to use the equipment and even wanted to pose for a picture. Thank you to SHAPE America and Jump Rope for Heart for providing equipment to support quality physical education at my school!



Tim Mueller, Erin School District

2017 SHAPE Convention

March 14-18 ~ Boston



Milwaukee Public Schools Curriculum Specialist - Honored at SHAPE America National Convention

Brett Fuller, curriculum specialist, Health, Physical Education, Safe and Supportive Schools for the Milwaukee Public Schools (MPS), was honored with the Channing Mann Physical Education Administrator of the Year Award by SHAPE America – Society of Health and Physical Educators during its 132nd National Convention & Expo, March 14-18 in Boston.

A skilled and passionate educator who is committed to the physical, emotional and academic health of students, Fuller embodies the Channing Mann Award criteria of leadership, service, advocacy and contributions to the curriculum. He received the Channing Mann Award at the SHAPE America Celebration of Professional Excellence Ceremony on Thursday, March 16.

The award-winning administrator is responsible for curriculum, supervision, mentoring, assessment and providing professional services for health and physical education within Wisconsin’s largest district, supporting 150 physical education specialists. His career spans over two decades, and his philosophy centers upon the ideal of teaching students to be healthy for a lifetime. He believes in improving health and physical education not only at the district level, but within Wisconsin and nationally.

According to SHAPE America President Jackie Lund of Georgia State University, “this award honors an individual who exemplifies the highest standards in accomplishment, innovation, and leadership.”

Fuller facilitated the collaborative effort to reduce teen pregnancy in Milwaukee by 65% since 2007, including revising and implementing MPS Human Growth and Development Curriculum for K5-9th grade. He led the implementation of the SPARK curriculum for all K-8 students in MPS, resulting in a MVPA increase from initial 37% to 59% of classroom time, resulting from in-district collaborations and academic partnerships with Marquette University and Medical College of Wisconsin. The collaborative also created physical activity and nutrition videos for classroom teachers. The creation of a K-12 standards-based report card is another example of supporting student health by teaching them what it means to be physically literate. Finally, over 100 MPS schools are now Let’s Move! Active Schools.

Currently serving as Past President of Wisconsin Health and Physical Education, Fuller has advocated before the Wisconsin legislature on the importance of quality sexual and physical education. He also chairs the SHAPE America State and District Administrators Special Interest Group, led a task force on revising a position statement on dodgeball, and is a certified SHAPE America Comprehensive School Physical Activity Program trainer.



WHPE Board Elections - October 2017

Call for Nominations!

If you are interested in running for the WHPE Board of Directors or know of someone who you think would be a good candidate for the board of directors please consider sending in a nomination to Brett Fuller at fullerba@milwaukee.k12.wi.us

Here are the open positions:

- ◆ **President Elect** (four year commitment, must have 2 years prior experience on the board of directors)
- ◆ **Board Secretary** (2 year commitment)
- ◆ **District Coordinators** (2 year commitment)
 - Northeast ○ Central ○ Northwest ○ Southeast ○ Southwest

For more information on these positions contact Brett Fuller at fullerba@milwaukee.k12.wi.us
For more information on Board of Director responsibilities please look over our association bylaws.
http://whpe.us/wp-content/uploads/2016/05/WHPE_BYLAWS.pdf

JRFH News

Check out the **FREE** New resources for JRFH/HFH on **SHAPE America** website



STEP 01 Registration & Planning	<ul style="list-style-type: none">• Create a plan and meet your Youth Market Director• Make it a whole school community event• Gain support from administration & staff	Resources <ul style="list-style-type: none">• National Standards for Physical Education Alignment• Supplemental Q&A• Role JRFH/HFH to Leader Contact List
STEP 02 Online Fundraising	<ul style="list-style-type: none">• Learn how to use and customize your online page• Create incentives to encourage students to register• Create lesson plans to coincide with a classroom unit	Resources <ul style="list-style-type: none">• Benefits of Online Fundraising• How to Take the E-Card• Fundraising & Incentive Ideas
STEP 03 Event Kick-off	<ul style="list-style-type: none">• Distribute the envelope and show the DVD• Send home packet before our online assembly• Hold kick-off assemblies to create excitement!	Resources <ul style="list-style-type: none">• Event Parent Letter• The Rules• Sign-off Sheet• Kick-off Assembly Ideas
STEP 04 Promote Your Event	<ul style="list-style-type: none">• Share fun heart facts during morning announcements• Create a memory wall• Share survivor stories in Hoops for Heart News in your school	Resources <ul style="list-style-type: none">• "To Memory" JRFH / HOOPS Template• "To Memory" JRFH / HOOPS Template• "To Memory" JRFH / HOOPS Template• "To Memory" JRFH / HOOPS Template• "To Memory" JRFH / HOOPS Template• Ways to Promote your Event
STEP 05 Have Your Event and Have a Blast!	<ul style="list-style-type: none">• Practice together, music, equipment and stations• Make your event inclusive and fun for everyone!• Send reminder to staff, parents and volunteers	Resources <ul style="list-style-type: none">• "To Memory" Based 2nd Class Activities• "To Memory" Based 2nd Class Activities• "To Memory" Based 2nd Class Activities• "To Memory" Based 2nd Class Activities• "To Memory" Based 2nd Class Activities• "To Memory" Based 2nd Class Activities
STEP 06 Wrap Up Your Event	<ul style="list-style-type: none">• Collect donations, card donations & enter thank you gifts• Share and complete student tasks, staff & volunteers• Reward and follow through on incentive plans	Resources <ul style="list-style-type: none">• Collection Title & Samples• "To Memory" Based 2nd Class Activities• "To Memory" Based 2nd Class Activities• "To Memory" Based 2nd Class Activities• "To Memory" Based 2nd Class Activities• "To Memory" Based 2nd Class Activities• "To Memory" Based 2nd Class Activities

6 Steps for a Successful Jump Rope For Heart/Hoops For Heart Event Planning your event?

It doesn't take much time or effort to put together a worthwhile JRFH or HFH event. Tailor your event to your school size and schedule! Events can be as simple as lesson plans incorporated into your jump roping or basketball unit, or can grow to be community-wide events.

We've got you covered with resources and tips to take you from A to Zoo! These tools provide you with everything you need from getting top-level support to raising funds online and more.

http://portal.shapeamerica.org/events/6_Steps_for_a_successful_JRFH-HFH_Event.aspx



Tim Mueller, Erin School, Hartford, WI. Award presented at the Professional Excellence Award Ceremony.

[Please click here to read about Tim and his JRFH program](#)



Janet Fendos, a physical education teacher at Rogers Street Academy in Milwaukee, receiving her grant during the Professional Excellence Award Ceremony.

[Click here to read more about Janet](#)

2017 SHAPE America JRFH & HFH Grant Recipient Tim Mueller and Janet Fendos

Each year, SHAPE America honors many of its Jump Rope For Heart and Hoops For Heart Coordinators with the SHAPE America JRFH/HFH Grant. The 2017 grantees are Jump Rope and Hoops For Heart coordinators who have been instrumental in bringing the programs to their school and driving the mission of heart health to the staff, students, and communities in which they live. This year two of our WHPE Wisconsin teachers were selected as grant award winners. Congratulations to Tim Mueller, Erin School, Hartford, WI and Janet Fendos Rogers Street Academy, WI. Both Tim and Janet received one of the 10 National Jump Rope For Heart/Hoops For Heart (JRFH/HFH) grants from SHAPE America – Society of Health and Physical Educators. Mueller and Fendos were recognized on Thursday, March 16th during the association's Celebration of Professional Excellence Ceremony, at its National Convention & Expo in Boston.

Interested pursuing this grant? Next year the National Convention is in Nashville, TN Plan Ahead: [Click here to download your application for next year!](#)

Meaningful Heart-Healthy Connections With Jump Rope for Heart and Hoops for Heart

Presentation at SHAPE America Boston by Patty Kestell and Tim Mueller

Patty and Tim shared a variety of creative Hoops and Jump activities connected to the SHAPE America National Standards. Both Patty and Tim shared easily incorporated heart healthy activities, skill based activities, and technology to help attendees add new ideas to their Hoop or Heart event.



JRFH/ HFH Coordinators' Corner: Wisconsin Health and Physical Education Goes WILD with the JRFH/HFH Zoo Crew!

WHPE JRFH/HFH Coordinators are featured in a SHAPE America BLOG. Check out our check presentation, social media blitz, critter photo opps, and lunch and learn. Check out the Blog at: <https://goo.gl/NU7LWc>



Connecting Hoops For Heart With Your Program ... Pool Noodle Basketball Lesson Plan by Tim Mueller published in the latest Pulse Magazine

Click on the link below to read more about the many ways you can use pool noodles to develop basketball dribbling skills, cardiovascular endurance, eye-hand coordination, agility, fleeing/dodging skills, and knowledge of overload/ target heart rate training in a variety of games/activities.

<http://www.shapeamerica.org/jump/pulse/upload/Winter-2017-the-Pulse-Final.pdf>



Wendy Monson and Sarah Stauber attend with their students from Merton Primary School attends the Bucks Game. They earned a special game floor appearance as part of being one of the top five WI JRFH/HFH events.



Chris Behrens from Tibbets Elementary in Elkhorn attends the Bucks games with two of his top JRFH/HFH student's. Chris Behrens also is a top event school in WI.



Chris and his Principal Greg Wells. As one of his many incentives... they switched roles for the day!



This is a cool photo of Easton Klinzing, Top Fundraiser in the state last year. We recognize students and schools at the game from the previous year at the game so that later events have a chance to qualify. He is from Chavez Elementary in Madison and raised \$2,448 for the AHA. He was top student out of 70,000 students raising funds last year! The Bucks did a really nice job recognizing him by having him on court with the Captains of each team at the game that night. :o)



As I reflect on the work we do as JRFH/HFH coordinators, I am thinking of the hours of volunteer work it takes to make an event a success for your community. The work you do benefits AHA, SHAPE American and WHPE. I want to thank you for your time, effort and passion. You make a difference in so many lives. This year at the WHPE Convention, I will strive to honor your volunteerism. I will look to make your volunteerism stand out. Please look for details during the late summer newsletter mailings and emails. JRFH/HFH will have a free luncheon for coordinators with raffle prizes galore. We will celebrate years of service, celebrate our top fundraisers and begin to become more visible among our fellow peers. I would also like to share your photos and stories to help showcase your event and ideas. (Details of this shared folder are below.) Also, plans are in place to continue to use the JRFH booth as a social engagement location. A place to shoot photos and give a #WHPE JRFH/HFH shout out using your social media of choice. The new 2017-18 campaign is still a guarded secret, but I look forward to using the new theme AHA designs to continue the strong success of JRFH/HFH here in the State of WI. Keep your eyes open for the details.

Thank you again for your commitment to JRFH/HFH here in WI. You all are difference makers!

Penny

Share your JRFH/HFH success stories in the WI JRFH/HFH shared folder. Please feel free to share your photos, resources, ideas and stories. Together we learn and lean on each other to grow amazing ideas that benefit more people than we can imagine!

- What ideas are people using as incentives when their schools reach the school goal?
- What ideas are coordinators using to help promote their event?
- What connections to the theme are coordinators using?
- What photo's or videos do you have to share from your event?

Let's use this folder together to gather and share joint success with our membership. Please feel free to share your ideas and success stories:)

[JRFH/HFH WI Shared Folder](#)

Share
ideas
Start
something
good

“50 Million” . . . ‘Stronger Together’

“50 Million” . . . ‘Stronger together’ was an ongoing first semester project involving Early Learning Center (Sheboygan) Head Start students and South High students on Tuesdays during instructional Physical Education. The project was an outgrowth of SHAPE America National Physical Education Association goals and campaign to promote physical and health literacy for the nation’s 50 Million who will become graduates by 2029. Hence, the Pre K’s were targeted and pairing them with a high school ‘PE Buddy’ who volunteered to help during their PE class gave the older students a chance at involvement with ‘authentic’ learning in a real life setting. Everyone who participated was given the opportunity to “Play, Learn and Grow’ during Physical Education.



Both level students developed bonds and made new friends, and the South students offered guidance and leadership while helping the Pre K’s acquire basic motor skills, learn to follow directions and interact positively within a movement setting.

South Principal, Mike Trimberger, who approved the release of his students to participate in the project, stated, “This type of involvement offers ‘authentic learning’ and helps prepare our students for real life future work settings.” Kris Fritz, lifelong SHAPE member and ELC PE teacher, indicated, “I wanted to do something that would support my National PE “50 Million” initiative and that would directly impact student learning.”

To celebrate the success of the project, the group ate a healthy lunch together in the Head Start classroom after planning the meal with a SASD nutrition representative, Amy Giffin. The MyPlate concept was endorsed with the South students choosing the grain and protein components and the Pre K’s picking the fruit and veggie to accompany the meal.



Participants wore their green “50 Million” T - shirts provided by St. Nick’s Outreach Program coordinator, Mary Paluchniak. Everyone was presented with a certificate of completion and South students received a letter of commendation for their guidance files. Head Start children were given the book, “Two Bites” emphasizing the need to try new foods and eat healthy that was provided by Health & Human Services dietician, Laura Graney. “It has been a pleasure to see how engaged the South students have been and realize how beneficial this experience has been for all”, said Head Start teacher, Julie Butler. Obviously the program is reaching the intended goal, as a consensus decision was made to continue to work together on Tuesdays during second semester.



College/University Vice President Report Dan Timm, Division Vice President

An emphasis of the recently completed SHAPE America national convention was 50 Million Strong by 2029. 50 Million Strong is the organization’s initiative to get youth active and healthy and demonstrate this success by the year 2029. Much of the focus with 50 Million Strong is placed at the elementary and secondary levels. What is often neglected is the impact colleges and universities can have on this enterprise.

Following WHPE President Patty Kestell’s theme of Building Strong Connections: Educate. Engage. Advocate., we need to continue Engaging college students in physical education activity classes on the importance of healthy living. To put a focus on 2029, how will the lifestyles college students are currently living impact their lives 12 years from now? It can be interesting to have them analyze their current lifestyles and synthesize where they will be in the future.

As college/university teacher-educators, we need to Educate our PETE/HETE students about their role in 50 Million Strong. What do our preservice teachers know about 50 Million Strong? Do our preservice teachers know how to integrate 50 Million Strong into their teaching? How can they use assessment of standards to gauge their progress toward teaching 50 Million Strong?

SHAPE America has provided numerous links to presentations from the 50 Million Strong Forum at the convention, which can be found at https://docs.google.com/document/d/1AFcbNkEu2HfZh-JDeJqW-eBJhpxFv2H_UJCIXj2rX4/edit Some of the information pertains specifically to teacher education. Best wishes for your part in improving the health of Wisconsin’s youth.



Let's Spread the Word

By Tim Swenson, SW District Coordinator

Have you ever walked by a group of students, or adults for that matter, and heard them using the word "retarded"? Personally, hearing the 'R' word is like nails on a chalkboard to me. As unfortunate as it is, this is a pretty common term used to other people or events that they perceive as disagreeable. The origin of the word "retard" dates to the early 1400's and stems from the Latin word meaning "back" and "slow". The intended purpose of the term 'mentally retarded' began as a medical term with a neutral connotation to describe a specific disability for individuals under the age of 18. However, the use of the word today is used to either stigmatize individuals with intellectual disabilities or as a pejorative term to criticize others or events. Although the term "retard" or "retarded" may be used in jest, the effects of its continued use only serves to perpetuate a negative stereotype, especially those with intellectual disabilities. On a positive note, there has been some positive changes and campaigns to educate the public on this topic.

In 2010, President Barack Obama signed Rosa's Law into federal law, resulting in the removal of the term "mental retardation" from federal education, health, and labor statutes. Although not mandated at the state level, you would be happy to know that in 2011 Wisconsin became one of 34 states to also remove 'mentally retarded' from state statutes and adopt the term 'intellectual disability'. On Wisconsin!

Additionally, Special Olympics has created a campaign entitled "Spread the Word to End the Word". As stated on the home page (<http://www.r-word.org/>) the purpose of the campaign is to, "Help us raise awareness about the hurtfulness of the R-word by pledging and sharing your stories year-round." A visit to the website will provide you and your students many ways to get involved in ending the use of the 'r' word. You can make a pledge, share stories, tweet, or access tools such as fact sheets, templates to Letter to the Editor, and numerous ways to use social media to educate others. I ask you to share this site with your students to engage them in a meaningful conversation about the use of the word 'retard'. Words do matter and the use of the 'R' word is not acceptable. How we speak about others is how we treat them. If we can educate our students on using respectful language, we can promote and create a respectful environment in and out of our schools.

So, the next time you hear the word 'retarded', remind the individual using the word that there are many other words available, such as: childish, foolish, goofy, immature, and pointless. Language affects attitudes and actions and as teachers we need to be sure that all of our students are treated with respect.



SPREAD THE WORD TO END THE WORD

FUTP 60 News



FUTP60 Grant Applications will open mid-April and are due by June 14th. Be sure to complete your school's application this spring, this is the only opportunity for up to \$1000 in school grants for 2017-18 school year. Mini Camp funds for schools that are not awarded a grant will be available next fall.

Courtney Zarda, a 9th grader from Kewaskum High School has been selected to be the Wisconsin State Student Ambassador for next year. Courtney has been a true leader at her elementary, middle and high school for 4 years and has helped many of her peers learn how to be more active and eat healthier every day. Congratulations to Courtney Zarda!

Wisconsin Fuel Up to Play 60 will be hosting our Annual Program Advisor "Day at Lambeau" on August 16th! Save the date and watch your email for your invitation to this program training session and day of recognition.

Fuel Up to Play 60

Tim Mueller

Courtney Kirley is pictured unwrapping the four new modified pull-up bars that she won in the School Transformation Contest from Fuel Up to Play 60. These modified pull-up bars are a big hit with the students at Erin School. Congratulations to Courtney for helping inspire her fellow classmates to become more physically fit. Additional funding and the continued development of student leaders are reasons why FUTP60 is such an outstanding program for our school. Is your school signed up for Fuel Up to Play 60 yet?



17th Annual

BEST PRACTICES 2017

IN HEALTH AND PHYSICAL EDUCATION ACADEMY

July 18-20, 2017 TUESDAY-THURSDAY, UNIVERSITY OF WISCONSIN-STEVENS POINT

Best Practices in Health and Physical Education Academy, July 18-20 is an excellent opportunity to learn, receive first-class professional development in the areas of health, physical education and physical activity and the target audience extends beyond just Health and Physical Education teachers to nurses, district administration, classroom teachers, family and consumer education, and community stakeholders.

In addition to the 1.5 day conference there are 2 pre-conferences.

Health Education: Making Skill Development the Focus of the Standards
Let's Move Active Schools Training

To view the brochure, please see the link for registering online, <http://www.uwsp.edu/conted/ConfWrkShp/Pages/Best-Practices-in-PE-Health.aspx>

Sponsors:



“Building Cultural Learning Communities” Culturally Responsive Health and Physical Education

Dan Timm

One of the sessions I attended at the SHAPE America national convention was the Scholar Lecture presented by Louis Harrison, Jr. from the University of Texas. Harrison spoke on the important role of diversity in the organization's 50 Million Strong by 2029 initiative. In short, Harrison connected culturally responsive teaching to the success of 50 Million Strong. For the United States to achieve 50 million active and healthy youth by 2029, educators must reach all students, particularly diverse populations which reside in urban areas according to Harrison. Failure to reach this population will result in falling short of the 50 million goal.

Although we shouldn't get caught up in location as diverse populations reside in rural and suburban areas, as well as urban areas, teachers do need to reach all students. One way to do this is to build cultural learning communities, or creating environments that enhance or engage students' learning. I'll discuss a few ways of building cultural learning communities, which ties in with WHPE President Patty Kestell's theme of Building Strong Connections: Engage.

In the political and societal climate prevalent today, one of the most important things a teacher needs to do is be sensitive to students' cultural backgrounds and issues students or their families may be dealing with. A former student of mine simply stated this as teachers, "We don't know what students bring to school in their backpacks." Teachers don't know what issues students are dealing with in their lives unless they have developed a cultural knowledge base and have gotten to know each of their students.

Another item to be familiar with is the learning preferences of students. What type of physical environment do students prefer; warm, cool? To the extent possible, can you control this to foster your students' learning? In a classroom setting, do students favor a formal desk/table arrangement or an informal arrangement? To illustrate this point in an education class I took, the professor let students sit where they wanted to sit, including the floor, during the semester. I realized a formal room arrangement isn't required for student learning. I left that course wondering why students are usually forced to sit in desks, which are arranged in rows?

Some students will come from cultures which have a relaxed concept of time. The perception is the amount of time that is needed for something is the amount of time given. How will you as a teacher approach students who arrive late to class for cultural reasons, without marginalizing their cultural backgrounds? This is where establishing a cultural learning community is important so all students understand cultural backgrounds of their classmates and know class expectations.

Also related to a relaxed concept of time is timed tests. Students whose culture has a relaxed concept of time are put at a disadvantage when taking timed tests. Can students be assessed in ways that do not involve the concept of time? This would give all students a fair opportunity to demonstrate their knowledge.

Next time, we will discuss additional aspects of building cultural learning communities.



WHPE 'Educates, Engages, and Advocates' at WASB Event

by Kris Fritz



The 96th State Education Convention for School Board Members/ Administrators was held in Milwaukee January 18 – 20, 2017. CEO, Keith Bakken, Past President Brett Fuller and Secretary, Jan Kunert, staffed an informational booth in the exhibits' hall where they interacted with WASB members delivering the message about what Quality PE and Health programs should include.

Later that day, Kris Fritz, Penny Kroening, and Tim Mueller presented a session sponsored by Angie Edge and the WI Milk Market Board's FUTP60. This session was conducted under the Convention Student Achievement track and was entitled: "50 Million Strong: It Starts with Us!" Jan Kunert moderated the session via a power point developed by the presenters. Erin School (Tim's FUTP60) students served as demonstrators and helped engage the audience into physical activity and brain breaks.

Having been a presenter at these sessions for several years, Kris Fritz observed and commented, "Participants were more active and engaged than I have ever seen." Principal Joannie Kalina, Erin School, indicated, "Watching our students teach other school officials about brain breaks and acting as demonstrators for the WHPE presenters was exciting. Students felt empowered and we were grateful for the opportunity."

WHPE wishes to thank the WI Milk Market Board FUTP60 initiative for their sponsorship. Acknowledgement is also given to CEO, Bakken for organizing the booth in the exhibits' hall and to all presenters. Jan Kunert is to be recognized for her work in submitting the break out session proposal and special acknowledgement and thanks are afforded to the Erin School students who acted as demonstrators and greatly increased the session visibility. It was another successful advocacy event for WHPE!



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

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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.

American Heart Association
life is why™

JUMPROPE FOR HEART

Jump Rope For Heart is a national education and fundraising event created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students learn to jump rope, learn the benefits of physical activity, healthy eating and avoiding tobacco; and raise funds for research and programs to fight heart disease and stroke. Millions of students have joined us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of this great event and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.

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

It Takes Heart to be a Hero

SHAPE America
SOCIETY OF HEALTH AND PHYSICAL EDUCATORS™
health. moves. minds.
SHAPE America is a proud program partner of Jump Rope For Heart.

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From your CEO ...

Greetings from my home office in Mt. Horeb. I hope this has been a rewarding school year for you and your students. As you prepare for summer I would like to remind you of an excellent professional development opportunity. The 17th annual DPI Best Practices in Health and Physical Education will take place in the UW-Stevens Point Health Enhancement Center July 18-20. Look for a complete schedule of this event on the DPI web site. Remember that WHPE members receive a \$25.00 discount on your registration fee.

Looking ahead to October, I am confident that you will be impressed with the breakout sessions offered at our convention, October 25th -27th at the Wilderness Resort in Wisconsin Dells. Thanks to you, we had a very large number of program proposals to review for selection.

Like you, I am very interested in the possible changes coming from the Department of Education and our state legislature. If you have not contacted your Assembly Representative or State Senator this year, it's not too late to be proactive. The summer months are a great time to come to Madison for a day and check in with those decision makers who represent you.

Have a beautiful and healthy summer.

– Keith



Midwest District News and Notes

Dan Timm



Midwest District experienced a great amount of success at the SHAPE America National Convention in March. Four of the six national Teachers of the Year were from Midwest! Headlining that group was Wisconsin's Karen Petermann, winning the National Elementary Physical Education Teacher of the Year Award. This is the third time in five years the National Elementary TOY winner has come from Midwest District and Wisconsin.

Other Wisconsin winners of national or district awards presented at the national convention include...

Brett Fuller – Channing Mann K-12 Administrator of the Year and elected to the SHAPE America Board of Directors

Janet Fendos – National JRFH/HFH Grant Award Winner

Tim Mueller – National JRFH/HFH Grant Award Winner and Midwest District Middle School Physical Education Teacher of the Year

Karen Petermann – Midwest District Elementary School Physical Education Teacher of the Year

Dan Timm – Midwest District Presidential Citation

Deb Berkey (MI) is serving as the interim Executive Director for Midwest District after having a long history of service to the organization. Deb is a former president of Midwest. She has also served on the district's Strategic Planning Committee and as the representative to the AAHPERD Board of Governors.

New individuals are serving in district leadership positions. Pam Bechtel (OH) has taken over as President. Wisconsin's Kris Fritz was elected President-Elect. Elected to the Leadership Council were Dale Berry (MI), Mark Foellmer (IL), and John Roncone (OH).

The Midwest Leadership Council is working on how to provide the best services to district members under the new budgeting model set forth by the national office. One item important to many people is finding a way to again sponsor the Student Leadership Development Conference.

Dan Timm, SHAPE America Midwest District