



www.whpe.us

Our mission ...

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

WISCONSIN HEALTH AND PHYSICAL EDUCATION
NEWSLETTER
VOLUME 48, ISSUE 1 WINTER 2019



**From Your
WHPE
President:
Maureen Vorwald**

I would love to start by saying how honored and humbled I am to serve as your president!! When asked to select a theme for my term as president. I chose **“Better Together”** because when it comes down to it, this association, WHPE, is all about you – our awesome members. And without a doubt we are definitely better when we are together, whether it is in the form of interacting socially or engaging in professional development opportunities. Over the next couple of years, I will lead an effort by our Board of Directors (BOD) to expand those opportunities.

Time for Change. As many of you know, WHPE and the American Heart Association had a strong partnership and Jump Rope for Heart actually started here in Wisconsin 40 years ago. Over the summer that partnership was non-renewed due to the lack of transparency regarding the use of funds raised through JRFH and HFH.

The decrease in the percentage of funds coming back to state organizations from money being raised in schools by physical education teachers was very alarming and questions went unanswered as to where those funds were now going. What now? We are working with SHAPE America and other organizations to find programs that we believe will be equally or more effective as JRFH or HFH. I can honestly tell you as a member of the WHPE BOD we are looking at this as a positive opportunity to rethink what the purpose of our association is and ultimately what is best for you - our members. WHPE will continue to provide valuable resources, professional development, and sense of community to have quality physical education and health for all students in the state of Wisconsin.

Staying Connected. Have you seen our WHPE Facebook page lately? You really need to check it out out <https://www.facebook.com/wisconsinhealthandpe/> New teaching resources are being added frequently. If you are interested in helping organize a district social, golf outing, pair and share or any other way to stay connected, please let us know. We are also in the process of adding a teacher toolbox to our web page. It will contain lesson plans, fitness calendars, and other teacher

resources. Would you like to be a contributor? Let us know as we would love to have your help and input.

2018 Convention. Let’s take a minute to reflect on our convention. We had a great member turnout, outstanding presenters, and time for fun, social interaction. If you have ever had the chance to travel to other state conventions, you would realize that our WHPE convention is one of the best in the country. Thank you to all of the people working behind the scenes to make our state WHPE convention second to none. A big shout out goes to Nicole Popowich, Keith Bakken, Wendy Wiesjahn, True Vang, Kris Fritz, Patty Kestell, Brenda Erdman and all of our convention volunteers, exhibitors, presenters, and awards committee members Thanks also to all of you who took the time to fill out the post-convention survey. Our Board of Directors looks at each of those responses as we begin to plan for next year’s convention.

2019 Convention. Next year our convention will move back to the Kalahari on October 24 and 25, 2019 and the call for 2019 Convention session proposals is happening right now! If you have a health, physical education, and/or adapted physical education session you are interested in presenting, please complete the WHPE Convention Session Proposal via this link. Proposals are not due until March 19, 2019 but get yours in early. Or if you have a specific topic you would like to see presented, please contact us. We are here for you. <https://docs.google.com/forms/d/e/1FAIpQLSe8uH37EtfXt-tHSFoDtnPUgkqeT26K4aAtKlrz9PdgOAJjFw/viewform>

Additional PD. We are in the process of looking to add more PD opportunities in each of our WHPE districts. It is difficult to gage when and where we can be most effective with these efforts. If you are interested in hosting a workshop or really desire a specific kind of PD training, please reach out to your WHPE district coordinator or myself. vorwald@platteville.k12.wi.uw

Thank You for being a WHPE member. We are Better Together!!

IN THIS ISSUE

Connect with WHPE 2
Technology Corner 3
Call for Nominations 9
Middle/Secondary Ideas 14



WHPE Past President - Patty Kestell

2018 WHPE Convention Wrap Up/2019 Convention Proposals:

The 2018 WHPE Convention was a great opportunity to learn, grow, and connect with so many great health and physical education professionals. Thank you to all of you who presented sessions at our state convention this fall, sharing your energy, passion, innovative teaching strategies, and expertise, and helping our profession to grow through the modeling and sharing of best practices in health and physical education. We are fortunate to have such tremendous presenters and educators in Wisconsin and Midwest District.

Thank you to Nicole Popowich, Keith Bakken, Wendy Wiesjahn, Brad and Ann Hanson, Mary Kennedy, Jan Kunert, True Vang, Ryan Berndt, Kris Fritz, Brenda Erdman, Penny Kroening, Deb Sazama, Dan Timm, Pam Klein, and all of our convention volunteers, exhibitors, and awards committee for the work they did, behind the scenes, to make our 2018 WHPE Convention a great professional development experience for our members.

Plans are already underway for the 2019 WHPE Convention, which will be held at the Kalahari Resort on October 24-25th. Consider submitting a proposal to present at our fall convention through this link: <https://bit.ly/2QCGWeB>
Convention proposals are due by March 19th, 2019.

2019 WHPE Board of Directors Nominations

WHPE is currently accepting nominations for the following WHPE Board of Directors positions:

President Elect (Executive Committee)

Serving as president elect is a four year commitment to the WHPE Board of Directors. The candidate elected to this position will serve one year as president elect, two years as WHPE president, and one year as past president. Once their president elect year is completed, the WHPE president acts as chairperson of the Board of Directors and the Executive Committee. It is recommended that candidates for president elect have already served at least one full term as a voting member of the WHPE Board of Directors.

Secretary (Executive Committee)

The secretary shall be elected for a two year term. The secretary shall be responsible for recording Board of Directors meeting minutes and documenting board decisions. The secretary shall share BOD minutes and appropriate documents with the WHPE Office. S/he will be a voting member for the Executive Committee and Board of Directors.

District Coordinators (Board of Directors)

For a full description of the responsibilities and operating code of the President-Elect, Secretary and District Coordinators, please view the following link. <https://tinyurl.com/ybs6ubv6>

- Southeast District Coordinator- (CESA 1, 2)
- Southwest District Coordinator- (CESA 3, 4)
- Central District Coordinator- (CESA 5, 6, 7)
- Northeast District Coordinator- (CESA 8, 9)
- Northwest District Coordinator- (CESA 10, 11, 12)

All candidates for the Board of Directors must be members of WHPE for at least two years prior to their nomination, and be a current member at the time of their nomination. If elected, the prospective BOD member shall remain a member to continue in office.

If recommending a candidate or candidates, please be sure to obtain the consent of the candidate/s before proposing them for of-

fice. You may also nominate yourself if you are interested in running for a position in WHPE.

The WHPE Board of Directors meet two Saturdays during the school year (Dec and March/April), on Friday of the WHPE convention, and one day during summer for the summer BOD meeting (TBD). The Executive Committee also meets the Friday night before the Saturday BOD meetings, and the morning of or day before the summer BOD meeting (TBD).

2019 WHPE Board of Directors Nominations link:

<https://bit.ly/2GsrzRg>

Nominations due by March 15th, 2019. Elections will be held in October, 2019. If you have any questions about the WHPE Board of Directors nomination process, please feel free to contact me at pkestell@cedarburg.k12.wi.us.

connect
with WHPE



Do you love how you feel after attending Convention? Keep that feeling of support and rejuvenation by connecting with WHPE all year round. Here's a list of all the ways you can connect to WHPE and its members:

- **Visit the WHPE website - www.whpe.us**
 - ▶ Convention information and past convention handouts
 - ▶ Advocacy materials and support
 - ▶ WHPE newsletters, blogs, and contact resources containing ideas to use in your classrooms with your students
 - ▶ Scholarships, grants, and award information
- **Connect on Facebook**
 - ▶ [Wisconsin Health and Physical Education](#) page offers HPE content, professional development opportunities, teaching ideas, etc from the WHPE Board of Directors
 - ▶ [Health and Physical Educators of WI](#) page is a public facebook group for HPE professionals to post/share ideas, get new ideas for their students, and ask for assistance with anything that arises in your day to day classes.
- **Look for and attend professional development opportunities to connect with HPE professionals from your surrounding areas organized by your District WHPE leaders.**



A Member We Will Miss ... Frances Naomi Kasten

Appleton - 'Fritz', age 78, died Saturday, Oct. 27, 2018 at Ascension St. Elizabeth Hospital surrounded by family and friends. She was born on June 12, 1940 in Gillett, Wisconsin to the late Arthur and Audrey (Temple) Kasten. Fran was a graduate of Gillett High School and UW-La Crosse prior to teaching in the Kimberly School District for 35 years as a physical education teacher and coach. She influenced thousands of students throughout her career. Fran was instrumental in beginning the girls' sports program, coaching basketball, volleyball, track and field and gymnastics. She was a very strong advocate for girl's sports in the state and served on many WAHPERD and WIAA sports committees.



Technology Corner:

Two Apps to Connect you to Elected Officials

If you're interested in connecting to your elected officials more frequently, in a simple way, consider downloading one of the apps listed below.

Countable: Here's a great resource to get clear, concise summaries of bills going through Congress, see what others think, then take action. Telling your reps how you feel is easier than ever with email and now video messages. Make your democracy more responsive! www.countable.us

Capitol Call: A political action app that will automatically find your legislators and other elected officials (using your phone's GPS) and allow you to contact them with ease. With one tap, you can call their office to voice your opinion on the issues that matter to you. It's that easy! www.capitolcall.org

Kalise (Sarah) Horst, CWP

Wellness Coordinator, Middleton-Cross Plains Area School District

My favorite twitter activity is a game called

"StrikerBall" that was shared by a teacher named Randy Spring (@MrSpringPE) from Woodbury, MN. It is such a simple activity that the students absolutely love. It also has great value as it works on eye-hand coordination, striking with hands, balance, body control, offensive and defensive strategies along with how to be a respectful winner/loser! This is a must for elementary PE teachers if you haven't tried it yet!

Submitted by **Jake Merrill**, West Salem School District

Change to Chill is all about learning how to reduce as well as deal with stress. It's a resource teens and educators can turn to anywhere and anytime they have Internet access. Check it out here <https://www.changetochill.org/>

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

Favorite Twitter Resources:

The number of great resources found on Twitter can be overwhelming. Luckily for us, we have enthusiastic individuals who are willing to spend the time to organize it all for us. Follow @PhysEd on Twitter to see the compiled Twitter resource documents. The QR code and links below will bring you to the two amazing resources provided by @PhysEd. If you enjoy the resources give @PhysEd a follow, like, and comment. Enjoy.

Submitted by **True Vang**, Eau Claire Area School District



Twitter Resources
<https://goo.gl/16yvnf>



Twitter Timers
<https://goo.gl/ML53TH>

Do you know a teacher that deserves the spotlight? We are looking to feature teachers that go above and beyond their call of duty. Below is a list of criteria we feel would meet that mark. If you would like to nominate someone, provide examples of the criteria and send to tfick@shullsburg.k12.wi.us

Name: _____ School: _____ Level taught: _____

A. Innovative/Creative; B. Contributes to MVPA/ 50 Million Strong goal; C. Uses standards/assessments; D. Promotes advocacy; E. Illustrates leadership/service; F. Infuses technology



Feature a Teacher / Physical Education, Chippewa Falls Middle School

The Physical Education at the Chippewa Falls Middle School hosts approximately 1150 students per year in grades 6-8. We are fortunate enough to offer Physical Education five days a week. Each grade level offers 12 units: 10 units in Physical Education and two, three-week units of Health Education. In addition, there "Fitness Fridays" scheduled throughout the year.

There are seven talented educators and one district-wide Specially Designed Physical Education educator that teaches grades K-8:

Jim Britton, Kate Fjelstad, Bucky Mosel, Jason Proue, Kelly Reit, Carol Sullivan and Dean Van Amber.



We also utilize student helpers and award Physical Education students

for going above and beyond in their classes that become Physical Education Students of the Month,.

As a Physical Education Department and Health Department,

we believe that each student should achieve a sound mind and body through our various curricular offerings. Our Four Lifelong Learning Characteristics are: 1. Be Productive, 2. Be Respectful, 3. Be Responsible and 4. Be Safe.

Our goal for our students is that they will:

- (a) demonstrate a competency in motor skills
- (b) demonstrate a competency of fitness
- (c) understand movement concepts

and be able to apply this knowledge by demonstrating appropriate decision-making skills in health. We hope they will carry these ideals into adulthood and become productive citizens in our community.

Physical Education Curricula Offerings:

Archery, Badminton, Basketball, Dance, Emergency Water Safety, Flag Football, Floor Hockey, First Aid & CPR, Golf, Outdoor Recreation (Kickball & Bean Bag Toss), Pickleball, Soccer, Softball, Spasketball, Swimming, Water Games, Weight Training, Wiffleball, Team Building 1 & 2), Team Sports.

Health Education Curricular Offerings: Nutrition, Wellness 1 (Relationships), and AODA.

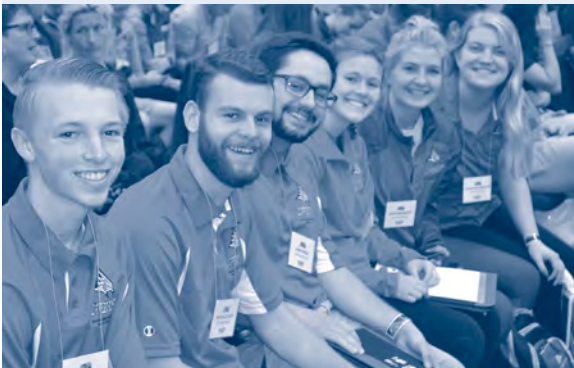
2018 WHPE Convention ...



This year's WHPE convention at the Wilderness Resort in Wisconsin Dells drew over 800 attendees! There were over 75 breakout sessions, including 5 nationally known featured speakers and our special guest, SHAPE CEO, Stephanie Morris. Enjoy a brief look at all the exciting things that happened at convention this year!

Mark your calendars for next year's convention being planned at the Kalahari Resort, Wisconsin Dells, October 23-25, 2019. Check out our website at <http://whpe.us/whpe-annual-convention> for up to date convention information.





Congratulations to this year's Convention Survey winner, Matt Zieba, Onalaska Middle School Health Teacher. Matt completed the post convention survey and was entered in a drawing for a complimentary convention registration for 2019, October 23-25 at the Kalahari Resort in Wisconsin Dells.

One thing I loved the most and one of the best sessions at the WHPE convention this fall...

One thing I loved was the new convention app because it was much more convenient to use than having to carry around a booklet. One of the best sessions that I went to was called "Sensory Friendly PE". The session stressed the importance of meeting the sensory needs of students with autism to allow them a better PE experience. Each student with autism has a unique set of sensory needs that needs to be cared for. As an APE teacher this was a good refresher of different strategies for best working with students with autism.

Submitted by Jake Merrill, West Salem School District

“WHPE Recognizes Members”

The “Building of Strong Connections” was evidenced at the annual WHPE Banquet on October 25th during the Awards’ Program with the following individuals who were recognized for their diverse contributions made within the profession:

ADVOCACY: Penny Kroening, Matt Pomeroy, Dr. Dan Timm, Karen Doster/Dairy Farmers of Wisconsin Team



Penny Kroening



Matt Pomeroy



Dr. Dan Timm

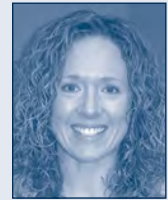
JRFH/HFH: Eric Arndt, Pat Chester, Katie Mulloy



Eric Arndt



Pat Chester



Katie Mulloy



Dairy Farmers of Wisconsin Team

FUTURE PROFESSIONAL LEADERSHIP:

John Walesewicz



PROMISING PROFESSIONAL:

Jena O’Flanagan



HPE COORDINATOR OF THE YEAR:



Brett Fuller

LIFETIME:



Gail Milbrath



Barb Sheffield

ELEMENTARY PE TOY:



Dave Weidenbach

SECONDARY PE TOY:



Molly Dado



The following were recognized for retirement:

Lori Petersen, Kate Trnka, Janet Fendos, Penny Kroening, Mary Lou Eggert (not pictured), Nancy Seymour (not pictured),



20 YR. MEMBERSHIP:

Brett Fuller, Cindy Forsythe,

(the following are not pictured)

Lisa Ash, Jay Johnson, Cathy Spies, Kari Winkler, Kim Woodkey.



30 YR. MEMBERSHIP: Scott Frazier, Kate Trnka, Jeff Sikich, Debra Grundahl, Penny Wehrs, James Vils (not pictured).

WHPE Award Nominations

Nominate a deserving colleague for a WHPE award. Awards will be presented at the 2019 WHPE convention, October 24, 2019 at the Kalahari in Wisconsin Dells. Nomination deadline is February 1st. Nomination form and award descriptions can be found at <http://whpe.us/awards>



SCHOLARSHIPS were given to: Cheyanne Broeckel and Jacob McCarty by Karen Cain, in memory of WHPE Past President, Larry Cain.

Members recognized Midwest President, Kris Fritz, recognized Keith Bakken and Nick Faulds for awards they received during the Nashville SHAPE last spring. She then presented a plaque to Molly Dado, for having been selected as current Midwest Secondary PE Teacher of the Year. Kris also recognized Keith Bakken as the current Midwest Meritorious Service Award winner.

The evening concluded with the passing of the gavel to Maureen Vorwald, who upon accepting it, made brief remarks suggesting WHPE has had a long history of excellence and that as WHPE continues to move forward, the Association and its members will be "Better Together...."



President Patty Kestell presented **Outstanding Service Awards** to: Kris Fritz, Brenda Erdman, Khyi Berndt, Wendy Wiesjahn, Jo Bailey, and Hans Fester.

Something New....

Please consider attending the 2019 Awards Social/ Ceremony to help honor WHPE colleagues. Look for details in the spring to explain the new format for this social and ceremony that will allow all interested convention attendees an opportunity to network and honor the 2019 Award winners.

Congratulations Again to our Teachers of the Year

At our October WHPE Conference we had another opportunity to recognize both the new Teachers of the Year and some of the past Teachers of the Year. Thanks to a new partnership with US Games, all TOY's in attendance received some new apparel that they can wear proudly. The new TOY's will also receive a gift certificate and a personalized banner to hang at their schools. Tom Strenger and Brittanie Johnson, from US Games, were there in-person to distribute the pullovers. Tom said "US Games is proud to be able to recognize and honor the best of the best from Wisconsin. One of our missions is to Help Teachers. This is just the first of what I hope will be many years of supporting WHPE and our great teachers". For more information about how US Games helps teachers contact Tom at tsstrenger@usgames.com

Thank you to US Games, BSN Sports and OPEN for sponsoring the WHPE Teachers of the Year!



Health Corner...

Need to include social emotional learning in a lesson? No problem! These books are great to use K-12. Values, empathy, acceptance of differences, friendship, loss, and letting go are found when turning the pages. Check out an online reading of Zero here <https://youtu.be/sx67p0fYLGc>

The new year is almost here. No better time to check in with your personal wellness wheel and see where you can find areas to grow in 2019. Check out this awesome lesson by Jennifer Kennymore that will have your students reflecting and setting goals that will impact their personal wellness.

The link to the lesson: <https://www.nwmissouri.edu/wellness/PDF/shift/BalancingYourWellness.pdf>

In today's world, the stressors of daily life can cause students and adults alike to feel frustrated, overwhelmed and anxious. Calm Classroom provides practical mindfulness-based tools to help us manage stress and achieve emotional well-being throughout the day by activating the body's relaxation response. When we're feeling focused, relaxed and energized, we are empowered. Check out <https://calmclassroom.com/> and see how you can utilize it in your classroom or download the app for your personal use.

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

Understanding the basics of HAPPY HORMONES

Dopamine: The Reward Hormone CONSIDERED THE "FEEL GOOD" HORMONE
Oxytocin: The Love Hormone KNOWN TO INCREASE TRUST
Serotonin: The Calm Hormone WELL BEING & HAPPINESS
Endorphins: The Will Power Hormone HELPS CREATE GOOD HABITS

<p>OXYTOCIN</p> <p>Triggers the bond between a mother and an infant and it may also play a role in recognition, sexual arousal, trust, and empathy. Some research shows that the hormone may affect addiction and stress as well.</p>	<p>SEROTONIN</p> <p>It is believed to help regulate mood and social behavior, appetite and gastrointestinal function, sleep, memory, sexual desire and function.</p>
<p>DOPAMINE</p> <p>Hormone associated with feelings of exhilaration, bliss, motivation and concentration. Plays a key role in a range of body systems as well as functions, including movement, sleep, learning, mood, memory and attention.</p>	<p>ENDORPHINS</p> <p>Chemicals produced by the body to relieve stress and pain. Endorphins can produce a feeling of euphoria that is both healthy and safe, without the risk of addiction or overdose.</p>

<p>DOPAMINE is a pleasure hormone & is associated with motivation towards a goal.</p>	<p>OXYTOCIN acts as a chemical messenger between human behaviour.</p>	<p>SEROTONIN boosts our MOOD and makes us more positive and relaxed. Appetite Regulator.</p>	<p>ENDORPHINS provided by the body to relieve stress & pain. EXCITEMENT.</p>
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“Getting to Know Others” Culturally Responsive Health and Physical Education

Dan Timm

Happy winter and 2019! I hope you had an enjoyable holiday break and the New Year will be everything you want it to be.

New students frequently come into a health or physical education class and teachers strive to make them feel welcomed. Other students may introduce themselves and eventually, all students get to know each other. In this newsletter, we're going to take a look at the process of getting to know other people. This process takes place at three levels – societal level, group level, and individual level (Our Wisconsin, 2018).

At the societal level, when meeting someone for the first time people recognize surface-level diversity of the person.

These are aspects of diversity that can be readily observed – race/ethnicity, age, language, or body size. Current students in a class will form a judgement of a new student based on how similar/dissimilar the new student is compared to themselves. A new student will be forming a similar judgement of the current students. This judgement in turn influences attitudes, actions, and acceptance/rejection of others.



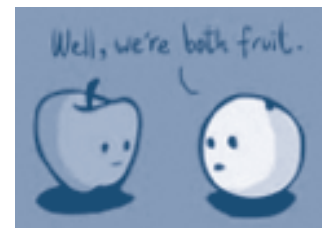
After the societal level, the process of getting to know others moves to the group level. At this level, current students will get to know a new student based on diversity groups the new student belongs to. Diversity groups are levels of diversity that may not be readily observable - gender, religion, socioeconomic status, or residence location. A new student will get to know current students based on the diversity groups they belong to. Individuals may approve of others or keep them at a distance based on group membership.

When students permit themselves to get to know someone at the individual level, they get to know the other as a person and

become familiar with the person's deep-level diversity. Deep-level diversity includes attitudes, opinions, values, and preferences. Students get to know the stories and experiences of others that make them unique. At the individual level, students may develop a strong friendship or just be an acquaintance.

From a teaching perspective, it is important to remember students may initially see differences when meeting new classmates. Through talking and getting to know each other, they typically find they share numerous similarities. In building a cultural learning community, teachers need to provide opportunities for students to get to know each other at the individual level. What health activities or physical education activities could you incorporate into your class that addresses the respective content and gives students an occasion to interact with classmates?

Enjoy the winter!



Editor's Note:

If you have any news, upcoming events, outstanding achievements, professional articles, etc... you would like to share with our members, please submit a typewritten copy of these newsworthy items (include photos when possible) to:

Nicole Popowich
145 Mitchell Hall • UW-La Crosse
1725 State St. • La Crosse, WI 54601
800-441-4568; 608-785-8175
npopowich@uwlax.edu

Deadlines for publication are: December 15 for the Winter issue; April 1 for the summer issue; August 1 for the Fall issue.

It is important that everyone adhere to these deadlines to ensure that all newsworthy items may be included in each newsletter in a timely fashion.

Adapted Aquatics

As a way to complement land-based activities that make up a majority of the physical education curriculum, swimming and aquatics activities offer many options to our students. I would like to share a sample of these benefits as well as four considerations when using the pool for students with disabilities (SWD).

Benefits:

According to Pan (2011), aquatics provides more prominent physical and psychosocial benefits to SWD than those without disabilities. The buoyancy afforded by the water allows students, specifically those with impaired mobility, to gain a sense of independence, increased range of motion and flexibility, and improved strength and endurance.

In addition, self-esteem and confidence can be improved with well-planned lessons. Students who are able to perform activities independently and safely in the pool helps boost the morale of SWD.

Lastly, as a lifelong activity, developing skills and confidence in the pool can provide a recreational activity key to producing a physically literate individual.

Teaching Considerations:

1. Gather information on your students' ability to ensure that lessons are planned according based on their needs (physical, social, emotional, and cognitive)
2. Perform an assessment of current abilities: this will help you develop short-term and long-term goals for your students.
3. Teaching basic safety skills first (i.e. closing mouth, breath control, recovery from falling into the pool, holding onto the pool wall) can help take away fear of the pool environment.
4. When teaching, providing skill cues in an organized and concise manner strengthens learning. Also, trying to connect swimming/aquatic skills to previously learned skills is helpful since swimming takes place in a unique environment. For example, if practicing the arm movements for the side stroke, using the cue, "Pick the apple and put it in the basketball" may help the student relate how to correctly scoop the water with their hands.

Swimming and aquatics is an important part of any physical education program for SWD's. General and adapted physical educators should be aware of the benefits as well as the teaching considerations involved when teaching in the pool environment. For more information on this topic, please refer to the following resources:

Aquatics. Pamela Arnold and Monica Lepore. In Adapted Physical Education and Sport, 6th edition. Human Kinetics
Adapted Aquatics Programming, 2nd Edition. Monica Lepore. Human Kinetics.

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

Book Review

What Great Teachers Do Differently by Todd Whitaker is a great book for teachers of all disciplines to read. It will give you a different perspective on classroom management and your approach to those "challenging" students. I participated in a book group discussion with several of my co-workers from a variety of subjects and it proved to give all of us a new perspective and a more positive outlook toward our students. I would highly recommend it!



– **Tim Mueller, Erin School District**



WHPE Board of Directors Call for Nominations

Nominations for several WHPE Board positions are officially open.

WHPE will hold an election in fall of 2019 for the following positions:

President-Elect (Executive Committee), Secretary (Executive Committee), NW, SW, C, SE, NE District Coordinators (All District Coordinators are part of the WHPE BOD).

<https://tinyurl.com/ybs6ubv6>

The WHPE Board of Directors meets two Saturdays during the school year, the Friday of the WHPE convention, and one day during summer for the summer BOD meeting. The Executive Board of Directors also meet the Friday night before the Saturday BOD meetings, and the morning of or day before the summer BOD meeting.

If you are interested in submitting names of possible candidates for any of these offices or are interested in serving on the WHPE BOD, please complete the Nomination Google Form by March 15th. <https://bit.ly/2GsrzRg>

If recommending a candidate/s, please be sure to obtain the consent of the candidate/s before proposing them for office.

All candidates for the Board of Directors must be members of WHPE at the time of their nomination and if elected, shall remain a member to continue in office.

Great equipment finds!

– **Submitted by Katie Mulloy, New Berlin**

I am always on the lookout for inexpensive equipment that my students will love. My favorite find were these beanie babies I found on a Facebook Marketplace site. I got 2 plastic garbage bags full of like new beanie babies for \$30 and my students LOVE them! I use them for all sorts of games and activities where students collect items after making a basket or completing a skill. These are by far the student's most treasured pieces of equipment and I enjoy watching them pick out their favorite one and excited wave it over their heads to show their teammates or even so gently giving their animals hugs before they leave class.



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

ELEMENTARY TEACHING IDEAS

Catch the Cows

Equipment: All the basketballs you have (at least 2 per student), 6 orange cones, number sleeves 1-6 for cones, 6 basketball hoops, 6 hula hoops (red, orange, yellow, green, blue, purple), 6 foam dice (color coded if possible)

Activity:

- Divide the class in to 6 teams and have them sit behind their hula hoop with the dice in it.
 - Basketballs (and basketball hoops if possible) should be on the opposite end of the gym
 - Using the cones/numbered sleeves, number the basketball hoops 1-6
- Tell the kids that they are farmers that work on a farm. The hula hoop is their barn and the basketballs are the cows. Their job as the farmers is to "Catch the Cows" and bring them back to the barn for a rest.
- On the go signal, the first farmer on each team rolls the die. Once they have their number, they run down to get a cow (basketball), dribble it to the number basketball hoop (that they rolled on the die) and try to shoot a basket.
- Students get 3 shots to try to "Catch" the cow that they have.
 - If they make a basket, they get to dribble the cow (basketball) back to their barn (hula hoop) for a rest.
 - If they miss all 3 shots, they put the cow back in the pasture (on the ball rack) and return to their barn empty handed. When the farmer returns to the barn (with or without a cow) they roll the die again and go to get another cow.
- There should not be any waiting! As soon as the first person is done rolling the die and leaves, the second person rolls the die and leaves, and so on and so forth.
- This continues until all of the cows have made it safely back to the farmer's barns for a rest. The farmer's with the most cows in their barn are the winners of that round.
- Play as many rounds as possible.

Variations:

- Play with different sized hoops to challenge students depending on the number they roll on the die.
- Use smaller hoops/basketballs for younger students.
- Change the number of shots students are allowed to take per cow.

– Submitted by Katie Mulloy, School District of New Berlin

Elementary PE Teaching Ideas

Plastic buckets are a unique way to work on catching with elementary students. Tossing a medium dice back and forth is an easy way to incorporate simple math concepts while improving eye-hand coordination. Work on underhand throwing to a partner and challenge students to keep adding the dice number in the bucket to their previous score. After a short 20-30 seconds have students stop and perform a fitness exercise that number of times. For younger K-1 students simply play a game of "Plus 2" where they simply add 2 to whatever number the dice lands on in the bucket (ex. 4 plus 2).

– Submitted by Jake Merrill, West Salem School District

KIDS LOVE TAG! I try to incorporate some tag games that help them with the content we are learning. While in our locomotor/dance units I use the following two tag games.

Get funky tag...this is a freeze tag game. When you get tagged you stand with your hands on your hips. Another classmate must stand in front of you and do a non-locomotor move. Then you copy the move for a count of 8 (because that is what they have to do when they create a sequence) and then you are free to go. I like to encourage the kids to be really creative with their movements.

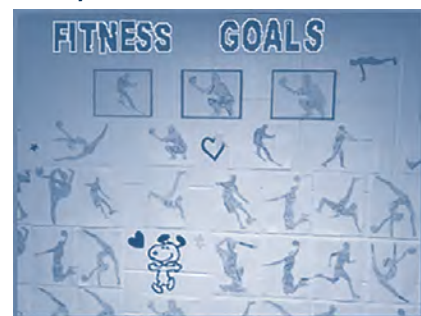
Dancing legs tag...this tag game is a favorite and can certainly be used at any time. You will need to have the song Wipe Out. The game starts with everyone laying on the ground. When the drums come on, everyone, including the taggers, kick their legs in the air. Then when the guitars come on, everyone is up and playing tag. When you tag someone, you give them the tagging stick and they are now the tagger. When the drums come on again, everyone is back on the ground. Very fun game! This game originally came from Andy Roloff who presented at WHPE in 2015!

– Submitted by Darci Mick-Beversdorf
Wausau School District

A "WORD" on Fitness Goals

Physical Education 4th and 5th grade students at Whitewater Washington Elementary School created personal word clouds utilizing this year's physical fitness goals. Students established individual goals following their fitness pre-test results. Mrs. Harms thought it would be fun and motivating to put their words into action, while also reinforcing individual goals to take care of their body. Thanks to the help of Mrs. Brantmeier, our students were able to create the final visual during technology class. Creating word clouds helps students focus on their fitness goals through the construction of super cool visuals. Students were extremely excited about the project. They absolutely LOVE looking at the displays on our fitness goals wall. Our positive project reminds students to engage in daily activity. Enjoy some of the photos, below.

– Submitted by Judy Harms, Whitewater



ELEMENTARY TEACHING IDEAS

Be the “Guide on the Side” through student choice and tracking

The research is out there, on some level, we should be giving our student’s choice. I am not saying the inmates should run the prison, but heck even if it’s the color of the ball the use we should give them something to choose from. Let them take ownership of their learning. The battle for me is making sure their choices are not “fluff” I want it all to be meaningful and appropriately differentiated so they all can keep believing in themselves and moving forward as learners. Here’s something I have started with my 2nd graders that is really working out nicely. I hope you can find some relevance in it:

SHAPE America’s short-implment striking standard is:

Strikes an object upward, with a short-handled implement, using consecutive hits. In our class my students know that means they need to be able to get 10 self-volleys in a row with a ball. On their tracker sheet that is challenge 4.

Challenges 1-7 are shown to the students in introductory lessons. This way students figure out which ones are appropriate challenges for them, and it saves me re-teaching moving forward.

After those skills are introduced we have “Tracker Sheet” Days. On these days, all the equipment the students need

STRIKING TRACKER											
NAME: _____											
Directions: - Make your goal number for each challenge. - Circle the goals you met that day.											
Challenge Number	Challenge Name	Day 1 Goal	Day 2 Goal	Day 3 Goal	Day 4 Goal	Day 5 Goal	Day 6 Goal	Day 7 Goal	Day 8 Goal	Day 9 Goal	Day 10 Goal
1	Key Points										
2	Perfect Hits										
Volleys In-A-Row (No Misses, No Body)											
3	Beachball or Snitch										
4	Gopher Ball Or Bouncy Ball										
5	Flip Your Racket Every Hit										
6	Other Hand Hits										
7	Switch Hands Every Hit										
Need Mr/W's Permission											
8	Hula Hoop Hitting										
9	Rally 10										
10	Rally Record										
11	Tiny Tennis										

is set-up and they pick what challenges they work on. How does this work:

1. Each challenge 1-7 they have a goal they’re trying to get to. When they meet the goal they circle, and set a new goal. They can switch from one task to another at any time whether they get to their goal that day or not. They could spend all class working on 1 challenge. Fine by me.
2. What about challenges 8-11? They earn those by showing they are proficient in our class goal on challenge 4. How do they do that? I have an iPad set-up where they record themselves. They know only to go over and record if they actually met our class goals practicing first. I watch their recording, and the next tracker day they’ll have permission to use those challenges if they met the grade level expectation. One kid did a celebratory dance on video after he met the goal! It was awesome!!
3. If students pass challenge they only uses challenges 8-11 if they want. If not they can keep working on the self-volley challenges 1-7.
4. I also have GIFs being shown on a projector demonstrating challenges 1-7.
5. At the end of class each of their tracker sheets go back into a class folder for the next time we’ll use them.

I’m loving this set-up, and the excitement kids have when they meet their goals. In the future I see myself expanding this to similar skills. This is not how I teach every day, but it’s a fantastic change of pace. Even better, it’s totally supported by research (Check out Gabriele Wulf & Rebecca Lewthwaite’s OPTIMAL Theory). Thanks for reading. If you want to know more about any of this please reach out.

Will Westphal, Brillion Public Schools

Hot Item: Balloon Balls

My elementary students love balloon balls! It is a cloth cover with a balloon inserted and then blown up. It protects the balloon from being broken and adds weight to it. I have



used them during volley and striking activities. The balloon covers were bought at a local craft fair: Rindy Shaben, ddrkcb@yahoo.com, \$8 each.



**Submitted by Tammie Fick
Shullsburg School District**

‘Midwest Moves’

Attention WHPE SHAPE members and all who are considering SHAPE membership! Did you know that as a SHAPE member, you are automatically a Midwest member?

Under the leadership of Midwest President, Kris Fritz and Executive Director, Deb Berkey, communication for the states from Midwest has been reestablished. Here are some exciting possibilities in which you can participate in the near future:

- Tampa Midwest Leadership Committee working meeting
- Tampa Midwest ALL Member meeting
- Reestablished Midwest Social at Tampa for All Members
- Nominations for Midwest Leadership Committee are complete, with our own Patty Kestell running for President-elect.

ELEMENTARY TEACHING IDEAS

Bowling Fun

Submitted by: Jackie Clark, Waupun Area School District, WHPE Member at Large

Bowling Fun: Bowling is a great lifetime activity to teach kids. Here are a few of my favorite bowling activities to teach and reinforce the skill of rolling. Bowl On!

K-2 Wacky Bowling Stations: I like to use these stations the 1st day of our rolling unit to introduce the rolling skill in a fun way.

Bank It Bowling: bank the ball off the mat/wall & deflect at the right angle to hit the pins

Regular Bowling: roll the ball regular at the pins. Spiderman fingers using the cue words, step, swing, bend, release

Poison Pin Bowling: roll the ball, trying to knock down any pins except the "poison/colored" pin.

Incline Bowling: roll the ball down the incline mat, trying to knock down the pins.

Blindfold Bowling: while wearing a blindfold, try to roll the ball and knock down the pins while their partner is standing at the pin side helping using verbal cues.

Kick Bowling: Kick the soccer ball, trying to knock down the pins (use inside of foot).

Backward Bowling: while facing backward, roll the ball between your legs, trying to knock down the pins.

Bean Bag Bowling: Slide the Bean Bag at the pins, with an underhand motion, trying to knock the pins over.

Shuffle Bowling: Use the shuffleboard pole, push the disc down the lane, trying to hit the pins.

Team Bowler-Rama (Warm-up Rolling Activity – can use with any grade level, but I use with 3rd & 4th grade): Divide gym into 4 quadrants. 4 Teams, each team has a different colored pinnie. Each quadrant has 6 bowling pins (team decides best placement of the pins – good conversation about pin placement) Roll balls back and forth between quadrants. Can't leave quadrant. The object is for each team to roll the balls back and forth and across the quadrants, trying to knock down other team's pins. If you accidentally knock down your own pin, it is down! The last team with at least one pin standing is the winner. Great warm-up to check on their present level of proficiency of the rolling skills as well as talking about strategies like offense and defense and most of all pin placement.

Fitness Bowling: Roll the ball at the pins. Do the exercise after the bowler bowls. See sheet to have at each lane.

Tic Tac Toe Bowling (Use with 5th & 6th Grade): Make tic tac toe board in the middle of the gym. Each team has 2 people and 1 pin and play against another team on the opposite side of the gym with tic tac toe board between the two teams. On signal, 1st bowler rolls ball at the pin. If knocked down, they add a bean bag to the tic tac toe board (located in the middle of 2 lanes).

Fitness Bowling

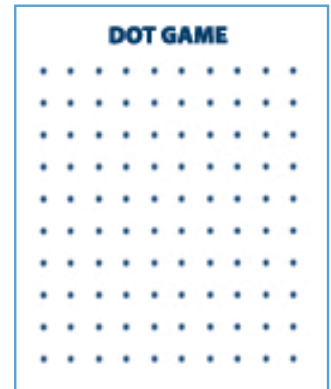
- 1 pin: 1 lap around the gym
- 2 pins: 2 push-ups
- 3 pins: 3 sit-ups
- 4 pins: 4 crab kicks
- 5 pins: 5 butt kicks
- 6 pins: 6 mountain climbers
- 7 pins: 7 partner push-ups
- 8 pins: 8 second wall sit
- 9 pins: 9 power jumps
- 10 pins: 10 jumping jacks



If missed, they just switch spots with their partner. This continues until you either get tic tac toe or if there is a 'cat'. This is a high energy game and adds fitness twist.

YouTube Link: https://www.youtube.com/watch?v=0WcDHCNu_1o

Bowling Dot Game: Give each group a dot game bowling sheet. Work in teams and attempt to get more boxes as their opponent. You get to roll 2 balls. If you get a strike you get to draw 4 lines. If you get a spare, you get to draw 3 lines. If you knock down 5,6,7,8,9 pins you get to draw 2 lines. If you knock down 4,3,2,1 pin you get to draw 1 line. If you miss completely on both balls, you get NO lines. Each dot is fair game, you can draw a line off anyone else's line. Once you complete a square, add your initials. At the end, count up how many boxes you have.



Fuel Up to Play 60 News



Attention Program Advisors!

Our Fuel Up to Play 60 Team has some important updates for you. Please contact futp60@wisconsin dairy.org for more information:

MOoving through Wisconsin Contest Deadline is February 1, 2019!

Challenge your students to walk 1,000 miles across America's Dairyland to win a Wisconsin prize package valued at \$1,000! Students can track miles ongoing or at an all school walk/run event. Encourage your students to learn about Wisconsin and fuel up with farm fresh foods along the way.



Enter the contest at

WisconsinDairyCouncil.com/MOoving by submitting a photo of your students moving and a description of how your school reached the 1,000 mile challenge.

If you would like additional map trackers for your school, like the one shown here, contact your Regional Manager or futp60@wisconsin dairy.org.

2019-20 Fuel Up to Play 60 Funding Applications

Funding applications for the 2019-20 school year will open up earlier this coming spring. Applications will be available beginning March 6 and will be due by April 10, 2019. Check your Fuel Up to Play 60 dashboard often for updates and announcements!

ELEMENTARY TEACHING IDEAS

OVERHAND THROWING ACTIVITY:

Math Throw

by Jimmy Grassano | @ILESPhysEd

- Use any projection system you want to get this up on your wall. Then just press present on your PowerPoint App.
- Directions to download PowerPoint.
 - Scan the QR code or click on the shortened URL.
 - Scroll down to Jimmy's comment on his own post and select the resource from his Google Drive titled Math Throw.pptx.
 - Select download at the top right to get the resource to a PowerPoint (*note - it will not animate in a Google Slide, only on PowerPoint)



QR code and video link:

<https://goo.gl/jU9GPc>

SPIDERS

by True Vang | @vangtrue

- Use any outdoor house holiday lights (e.g., Halloween, Christmas, etc.).
- Plug into a cart and have students use overhand throw skill to hit the moving targets.
- Use the following keywords, outdoor holiday projector lights, to search for products on Google.



QR Code and video link

<https://youtu.be/FN5YIartR8U>

THE GRINCH:

Equipment:

- 40-50 bean bags or other small objects that can be carried. (these are the presents)
- Green jerseys or flag belts (for the Grinch taggers)
- 1 mat (for a safe zone for kids to stand on to be safe from the Grinch).
- 1 hula hoop (this will be the bag where kids can place their retrieved presents)

Set-Up:

- Split your gym space into two halves.
 - One half is the Grinch's layer, and the other is Who-ville.
- Lay the mat down behind the Grinch's side.
- Set the bean bags on the mat.
- Set 1 hula hoop on the Who-ville side
- A visual area, like a stall bar or maybe another hoop as the lock-up area.
- Select 3-4 students to put on the green jerseys to be the Grinch taggers.

Activity Procedures

- On your signal, Who-ville kids will run through the Grinch's side and onto the mat to retrieve the presents without getting caught. If they do get caught, they will have to go to the designated lockup spot.
- Kids are safe once they are on the mat with the presents. If they get caught running back to the Who-ville side, they have to return the present and head to the lock-up area.
- If kids can return back safely with a present, they place it in the bag (hula hoop) and go again.
- Kids can also choose to go and save someone in the lockup area. These two people will get a free back to the Who-ville side before attempting to either save someone from the lock-up area or save a present.
- Continue for a few minutes and switch out the Grinch taggers.



QR Code and video link:

https://youtu.be/kEWBi58_Tjk

Submitted by True Vang

Eau Claire Area School District

A Message for Future Professionals....

From Patty Kestell, WHPE Past President 2016-18

The greatest gift you can give to your students when you are out in the teaching world is to stay current on best practices in health and physical education. Our profession needs and looks forward to your passion and energy as young educators, and our students deserve the best health and physical education experiences we can all share with them. Empowering our students to live healthy and physically active lives, and giving them the skills to do so, is what each day of teaching should be about!

From Kris Fritz, WHPE Past President 1999-2000

As a student at UW – La Crosse over 40 yrs. ago, it was suggested to me that I join WHPE/SHAPE. Of course, I did so immediately! In those days, what A. B. Culver and Dr. Baird suggested, you did. I do not possess the power or influence that these two ladies have had upon our HPE profession, but if I could only recommend one thing for you as students, it would be to not only join your professional associations, but to become fully engaged. The future of our profession is in your hands, so live your passion and do not be afraid to take risks that will allow you to . . . accomplish in proportion to what you attempt!

MIDDLE/SECONDARY TEACHING IDEAS

BEST TEAM TOURNAMENT

Grouping Matters. Specially designed grouping allows all students to be challenged at appropriate and individualized levels. Split your class into 8 teams of equal numbers. i.e. if you have a class of 24, make 8 teams of 3. Either allow students to choose their own groups or you can assign. The concept of this tournament is that each small group of 3 students will stay together throughout the tournament but also will be paired once with every other team. (If you like to ability group, you can place your stronger teams in slots 1 – 4 and weaker groups in 5 – 8. Then if you played 2 rounds per class, each small sided team would be ability matched one game and evenly divided in the next.) The basic format is whomever you play with one game, the next game you will play against.

Round 1

1 - 2 vs. 3 - 4
5 - 6 vs. 7 - 8

Round 2

1 - 8 vs. 2 - 7
4 - 5 vs. 3 - 6

Round 3

1 - 6 vs. 8 - 3
2 - 5 vs. 7 - 4

Round 4

1 - 3 vs. 2 - 4
5 - 7 vs. 6 - 8

Round 5

1 - 7 vs. 3 - 5
2 - 8 vs. 4 - 6

Round 6

1 - 4 vs. 2 - 3
5 - 8 vs. 6 - 7

Round 7

1 - 5 vs. 4 - 8
2 - 6 vs. 3 - 7

**Created by Maureen Vorwald, Platteville Schools,
contact me if you have questions.
vorwald@platteville.k12.wi.us**

College/University News

Happy 2019 everyone! Hope it will be a good year for you.

The 2018 WHPE Convention was a successful one for the College/University Division. Several new initiatives came out of the Round Table session. First, members of the College/University Division will be writing a column for the newsletter. Beginning with this newsletter, individuals from a different college or university will write the column. Look for the Something You Can Use column in this issue. Cynthia Allen (Carthage College) has shared important information about burnout in teachers.

Second, the division will be establishing a resource list which will be posted on the WHPE web site. When WHPE members are in need of assistance on a matter, they can check the list to see which College/University member can assist them.

Third, the College/University division will be initiating collaboration between division members. Division members will be sharing areas of knowledge and expertise with each other. Collaboration may be in the form of working together on projects or providing assistance to a division colleague on an issue.

Last, working with Sally Jones from the Department of Public Instruction, the College/University Division is exploring the feasibility of a higher education track at the WHPE Convention or at Best Practices in summer. Discussion on this will continue with division members.

Our Physical Education program

is about giving all students an opportunity to be successful by making modifications to our lessons. We have seen an increase in student participation and cooperation by giving students options to modify the games and activities themselves during class. We are hoping these skills transfer to more creative student organized activities during recess and time away from school.

During our tennis unit, we put a modification sheet with options (ball type, bounce, service options, boundaries) at each court during game play. Before each match, students would get together by the modifications sheet and decide how their game would be played/modified if needed. Each game was different, but played to the abilities of the students at that specific court. This additional student-ownership directly correlated to improved quality of game play, increased student participation, growth in the lead-up skills we taught, and improved student confidence. By challenging our students to be critical thinkers and make appropriate modifications as needed we're creating a culture that supports all levels of learners in physical education and creates a passion for physical activity.



Tennis Game Options

Discuss the options as a group to determine your game rules for this court.

Type of Ball:

Foam Tennis ball	Tennis ball	Other
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Bounce:

One bounce	More than one	Other
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Serving:

1) Underhand Serve	Overhand Serve	Either
2) From End Line	Anywhere is service court	Other
3) Must go diagonal	Can land anywhere on opposite side	
4) Play 1 Fault	No Faults	Other

Boundaries:

Sidelines: Discuss as a group
End Lines: Red line for outer courts, Center grey line for inner courts

Submitted by: Chris Christopherson and Corey Heathman, Kiel Middle School Physical Education

Additionally, numerous presentations were given in the areas of adapted physical education, future professionals, health, dance, elementary physical education, and secondary physical education. The poster session included 10 posters with some new presenters this year.

Thank you to SHAPE America CEO Stephanie Morris for sitting in on the Round Table session.

Enjoy the winter!

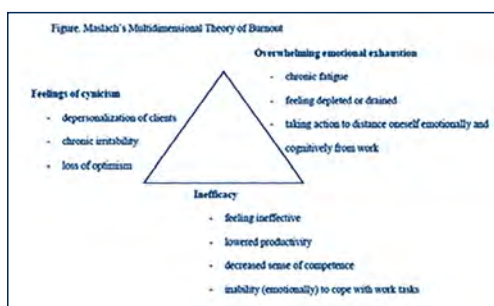
Dan Timm, College University VP

Something You Can Use

Burnout: An educator's guide to recognizing and coping with job burnout

Burnout is the final stage of a long-term stress reaction that starts with an imbalance between stress and the resources available to cope with the stress. Symptoms of burnout are typically clustered around the Three Dimensions of Burnout proposed by the social psychologist Christina Maslach (see Figure). Chronic exposure to a stressful work environment can result in feelings of exhaustion, a negative reaction to students, colleagues and administrators and a lowered sense of professional accomplishment (1).

"A teacher can be compared to a battery. At the beginning of the school year, all the students are plugged in and drawing learning current. At the end of the school year, the battery is worn down and must be recharged. And each time the battery is recharged, it is more difficult to get it to hold its charge, and eventually, it must be replaced. This is when complete burnout has taken place" (1).



Educators can take the following steps to cope with job burnout.

- **Maintain a work-life balance.**

Strive to keep a balance in the time and energy you devote to your career and

to life outside of work. Once you start to feel emotionally drained, like you aren't getting ahead, even with increased effort, it's time to make time for activities and experiences that can build meaning away from work. Make a goal to spend time each day, each week, doing things, or spending time with people that impart a sense of identity unrelated to being a teacher. Challenge the assumption that working long hours means increased productivity. Spending time away from work, engaged in something non-work related, can help improve efficiency and productivity when you come back to work.

- **Experiment with saying no!** Saying no at work can feel risky. Try to resist the urge to give a quick 'yes' to the person asking for help. Practice communication that can allow time for you to evaluate the new work requests without giving an immediate 'yes'. For example, "Thanks for reaching out to me, let me take a look at my work flow for the week and I'll get back to you tomorrow." Regular communication with co-workers and supervisors is key in providing a context for why their request for assistance is more than you can take on. Consider regular meetings with administrators as a way to get on the same page in terms of which tasks they want you to give priority to and as a way for you to let them know what you are already working on. Be an advocate for living a healthy life-style by role-modeling how to say no when feeling overburdened.
- **Practice Mindfulness.** Mindfulness is a coping skill which involves focusing one's awareness on the present moment, building attentiveness to thoughts, feelings and bodily sensations without judgement or forcing a change. A daily mindfulness practice can teach you to let go of 'shoulds', how we should act, how others should behave, what the

outcome should be. You can practice mindfulness while doing monotonous daily tasks such as waiting in line, cooking or driving. A wandering mind is normal, notice the thoughts in your head, do not judge, do not try to force a change simply notice the moment as it is. A daily mindfulness practice can help people approach life with curiosity, flexibility and compassion for oneself and others.

- **Find your tribe.** Research consistently shows that a lack of social support is linked to burnout (2). Small group activities that promote community, connectedness and meaning are effective in preventing burnout symptoms (3). Invest time, each day, in cultivating supportive personal and professional relationships. Many educators work in isolation from peers. If you work in an environment that doesn't provide needed social support, try reaching out on-line or through conferences and trainings to connect with colleagues and build a community that is mutually supportive.
- **Get a new job.** There is only so much an individual can do, via self-care, to cope with the symptoms of burnout. If you cannot alter the way you process what happens at work, or affect a positive change in the work environment, finding a new job should be considered. You may benefit from working with a therapist or life coach to determine if education and the energy it requires is aligned with how you want to spend your life energy. Seek out job in a new school or a different career that 1) has a reasonable work load with resources available to help employees meet expectations, 2) allows for more autonomy over both day to day tasks and the overall career trajectory, 3) cultivates a supportive social community at work, 4) exhibits an organizational culture and practices in alignment with yours, and 5) enables a satisfactory work-life integration (4). Spend time looking at new employment opportunities with a clear sense of what you value both in day-to-day tasks and long term outcomes. No job is perfect, but you can find a situation that more closely aligns with the level of responsibility and production that is right for you.

An imbalance between stress and the resources available to alleviate stress can devolve into negative attitudes and behaviors, and eventually result in depersonalization on the job -- creating a psychological distance in order to protect oneself. If you feel this happening to you, the time to act is now. Reach out to your social network for support or seek out the help of a professional to regain a work-life balance.

- 1) Maslach C. Burnout: the cost of caring. Los Altos, CA: Malor Books; 2015. 276 p.
- 2) Maslach C, Schaufeli WB, Leiter MP. Job Burnout. *Annu Rev Psychol* [Internet]. 2001 [cited Aug 6 2018];52(1):397-422. Available from: <https://www.wilmarschaufeli.nl/publications/Schaufeli/154.pdf>.
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- 4) Shanafelt TD, Noseworthy JH. Executive Leadership and Physician Well-being. *Mayo Clinic Proceedings*. 2016; 92(1):129-46.

Author Bio: Cynthia Allen, Ph.D., American College of Sports Medicine -CPT, has been an assistant professor in the Exercise & Sport Science Department at Carthage College for the past 14 years where her research has focused on issues related to quality of life and improving teaching effectiveness. Prior to becoming a professor, she was a health educator for 4 years in the Student Health Center at Utah State University.



Wisconsin Health and Physical Education
145 Mitchell Hall
1725 State Street
La Crosse, WI 54601

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CEO's Report

This may be the shortest report I have ever written but it has taken the longest to compose.

For the past 39 years, we have enjoyed an income from our share of Jump Rope for Heart and Hoops for Heart Money raised by hundreds of coordinators and thousands of school children across the state. That partnership ended last June when SHAPE America and the American Heart Association could not agree on two significant parts of the contract. The first was the non-compete clause that prohibited us from collaborating with other non-profit organizations. The second was a lack of transparency when the AHA refused to provide an income and expense report.

This is the biggest single reason your annual dues have been increased. The good news is that we are now free to work with any health or physical education promoting organization. At our October 2018 Convention we welcomed back Special Olympics Wisconsin and the American Cancer Society. Next year we hope to add others.

We are in midst of a rapidly changing landscape. Our strength is in our numbers. Your WHPE Board of Directors is committed to making the right decisions for the great Association. Nicole and I are committed to serving you.

***- Peace and Health to All
Keith***

WHPE Awards Nominations and Grant Proposals - Due February 1st, 2019!

***Nominate a deserving HPE colleague today!
Be sure to read the requirements for each award.***

WHPE Awards Information <http://whpe.us/awards/>
Awards Nomination Form <https://goo.gl/dxojit>

***Need funds for an innovative PE project?
Apply for a WHPE grant!***

WHPE Grant Proposals <http://whpe.us/whpe-grants/>