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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 48, ISSUE 3

FALL 2019

2019 WHPE Convention ...

The convention is being held this year at the Kalahari Resorts and Conventions Resort, 1305 Kalahari Drive, Wisconsin Dells, WI 53965. Mark your calendars for this excellent professional development opportunity, October 23-25, 2019. Convention schedule and pre-registration information are included in this special convention edition of the WHPE newsletter.



Al Craven ... has been a health educator since 1974 and has taught pre-K through university level students. After teaching K-13 in Ontario for several years and being a health consultant with the Hamilton Board of Education, Hamilton, Ontario, CANADA, Al worked for three years for TVOntario as an Education Officer specializing in effective use of media in sexuality education and HIV/AIDS Education. After moving to the U.S., Al has been a health specialist at the K-5 level, a Health Consultant and Coordinator at the Genesee Intermediate School District, is a Master-Trainer for Action Based Learning and currently teaches at Adrian College in the teacher preparation and health education program.



Molly Dado ... has been teaching secondary Physical Education for 21 years in the Hudson, Wisconsin School District. She was named 2018 WHPE teacher of the year and 2019 Midwest teacher of the year for the secondary level. Her passions are in the area of teaching dance, teaching students the power of an inclusive environment, and mentoring future physical education professionals. Molly has also found great personal fulfillment by co-coaching Hudson High School's one to one Unified cheer team for the last 4 years. Twitter follow: @molly_dado



Mike Graham ... A passionate presenter and teacher, Mike Graham has taught Physical Education since 1996 and currently works at Williamsburg Elementary School Geneva, Illinois. He was named the 2019 Illinois AHPERD Elementary PE Teacher of the Year. He serves on various committees within his State organization and is the current President of the Northern District of IAHPERD. You can connect with Mike and find out more about his #PhysEd program on his website at www.pe4everykid.weebly.com or connect via Twitter: @pe4everykid



Charles (Chip) Candy ... taught Physical Education, Adapted Physical Education, Health and Wellness in the Medford Township (New Jersey) School District for 37 years. He coached Soccer, Track and Field, and Cross Country for 44 total seasons. Chip is a national speaker/consultant with over 500 presentations throughout the United States. He was the 1991 NJAHPERD Dance Educator of the Year, 1993 NJAHPERD Teacher of the Year, 1995 EDA and NASPE (AAHPERD) National Middle School Physical Education Teacher of the Year and was chosen for the NJAHPERD Honor Award 2011. Chip graduated from Glassboro State College (NJ) and has a Masters in Adventure Education from Plymouth University (NH). He is a Flighthouse Educational Consultant/Presenter, and a Contract Trainer for Project Adventure. He is married to his wonderful wife Nancy for 34 years. They have two sons, a granddaughter Olivia, and a grandson Paxton. Life is Good; God is Great!



Tom Miazga ... lives an incredibly active lifestyle, regardless of his Cerebral Palsy that requires him to use a wheelchair. Miazga is the Head Coach for three different swim programs, a CrossFit coach, and formerly a 6th-grade mathematics teacher in Whitefish Bay. He is a former US Paralympic Swimmer, and currently the two-time Fittest Seated Man on Earth. Miazga also serves as the US Paralympic Swimming Representative on the Athletes Advisory Council of the United States Olympic and Paralympic Committee.

From a young age, Miazga felt the water was a special place. Miazga found Paralympic Swimming in 2006 during his freshman year of high school. Inclusively a part of his high school swim team, swimming quickly became Miazga's passion as he found himself competing at the 2008 Beijing Paralympic Games at the age of 17. He would collect 13 international medals, 35 National Championship Titles, and set the American Record in eight different events.

Tom is now the Head Site Coach at Ozaukee Aquatics and Head Coach of the Whitefish Bay High School Team. He also coaches at his CrossFit gym, Adapt and Conquer CrossFit, where he recently began his own adaptive athlete program.



Su Nottingham ... has been in education with an emphasis on sexual health since 1984 at the K-12 level teaching semester sexuality courses for 9-12 grade students. Su is well known for developing student centered educational materials for sexuality and relationship education. These materials are embedded in several provincial and state programs and are widely utilized at the district level for elementary and secondary schools as well. For the past 15 years, Su has been a full time faculty member for the School of Health Sciences, Central Michigan University, School Health Education, teaching curriculum, methods in health and sexuality, health content courses, professional aspects of health education training future school health educators.



Scott Welle ... Outperformers are not born; they're made. We ALL have the capacity to "raise our game," and Scott Welle has spent more than 15 years helping people do this, personally and professionally. Scott is a #1 international best selling author, speaker and founder of Outperform The Norm, a leading movement for those seeking to perform at their highest level. Scott's nine best selling books, articles, videos, podcasts and online programs inspire hundreds of thousands of people worldwide. He has a Master's degree in Sport Psychology, is an adjunct professor at St. Olaf University and regularly consults with teams, businesses and organizations, as well as elite athletes, all with one common goal: to OUTPERFORM THE NORM. For "fun" (and because he's a little crazy), he's completed 5 Ironman triathlons, 29 marathons, and a 100-mile ultra marathon run. He serves others by showing them how to tap into the same mindset of challenging their self-limiting beliefs and aspiring to be their best everyday. Please visit him at ScottWelle.com.

Electronic Voting for WHPE Officers ... This year's WHPE elections will again take place electronically. On October 1st you will receive an electronic ballot link via email. Electronic voting will open October 1st and close at noon on Thursday, October 24, following the WHPE Convention General Assembly. If you do not regularly receive emails from the WHPE office/Nicole Popowich, please call the office at 608-785-8175 or send an email to npopowich@uwf.edu ASAP to update your email address. If you do not receive an electronic ballot or would prefer to mail in your ballot, there is a paper ballot located on page 2 of this newsletter, which must be postmarked by October 15.

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WHPE Convention ... October 23-25, 2019 ... Wisconsin Dells

Larry Cain Memorial Scholarship

Here's your chance to apply for a Larry Cain Memorial Scholarship to attend the 2019 WHPE Convention!

One student and one professional scholarship will be awarded in 2019. The two recipients will be recognized at the WHPE Convention Awards social. The scholarship includes a one year membership to WHPE, convention registration, and one night's lodging at convention.

Application deadline is October 1, 2019. Please see the attached link for more details!
<http://whpe.us/the-larry-cain-memorial-scholarship/>



All Convention Social



Don't miss out on this convention kick off social!!

Join President Maureen Vorwald on Wednesday evening, October 23rd from 8-10 p.m. in Suite 4 of the Kalahari for light refreshments and enjoy networking with colleagues old and new!

New this Year - WHPE Awards' Social

Attending the annual Fall Convention? If so, you are invited to attend our new format Awards program. The Awards' Social will honor deserving colleagues in a more informal, all inclusive setting. Individuals will be receiving recognition as in the past including: Advocacy, Retirement & Longevity, Future Professional & Promising Professional, Health and Physical Education Teachers of the Year, Outstanding HPE Coordinator of the Year, and other awards for Service and extended leadership for Midwest/SHAPE.

Everyone is welcome to join in socializing, light refreshments and honoring our colleagues. No need for tickets or specific dress attire. Come as you are with the event beginning at 6:30 p.m. in the Ballroom A of the Kalahari. Come early for snacks/socializing/interacting with Award winners and if possible stay for the entire program to honor our award winners, followed by a bit more personal interaction among attendees prior to the day's culminating DJ/Dance event to be held in the Volcano Lounge. We hope to see many members attend and help WHPE recognize our 2019 award winners.

WHPE Physical Education Workshop UW-La Crosse Credit

ESS 560 Section 700 - 1 graduate credit - \$250

DEADLINE to register: October 24th

No registrations will be accepted on site!

Students enrolled in this one credit graduate course will attend a minimum of 7 sessions of the 2019 WHPE Convention, October 24th and 25th. Students must complete a reflection paper (1-2 pages) for each session and collect signatures of presenters to document attendance. Papers are due by November 15th. For more details check out our website: <http://whpe.us/whpe-annual-convention>

Hotel Reservations

Kalahari Resorts & Conventions

1305 Kalahari Dr., Wisconsin Dells, WI 53965 • 877-253-5466

Reservation deadline Monday, September 30, 2019

Reservation link:

<https://book.passkey.com/event/49888574/owner/57143/home>

- ROOM RATE -

\$109 – Single-Quad occupancy for Wednesday and Thursday nights (nightly Resort fee waived)

\$139 – Single-Quad occupancy for Friday and Saturday nights, upon availability (nightly Resort fee waived)

Sleeping rooms are held under "Wisconsin Health and Physical Education 2019"

WHPE Election 2019 Ballot

WHPE has gone to an electronic voting process for this year's election in order to give all members an opportunity to vote. If you are unable to vote electronically by following the instructions in this newsletter, you can mail this ballot to WHPE, 145 Mitchell Hall, University of Wisconsin-La Crosse, 1725 State Street, La Crosse, WI 54601 between October 1 and 15.

Please vote for one candidate for each position

President-Elect

Dan Timm

(Write In) _____

Secretary

Jan Kunert

Dave Weidenbach

(Write In) _____

Northwest District Coordinator

Molly Dado

Jake Rebhan

(Write In) _____

Northeast District Coordinator

Mary Wentland

(Write In) _____

Central District Coordinator

Will Westphal

(Write In) _____

Southeast District Coordinator

Matt Pomeroy

Wendy Wiesjahn

(Write In) _____

Southwest District Coordinator

Tammy Fick

(Write In) _____

The following information is requested to ensure voting confidentiality. The privacy of your information is guaranteed. Thank you for voting in the WHPE election.

Name _____

Email Address _____

Did You Know ... You can now renew membership and register for the WHPE Convention online at www.whpe.us

2019 Convention Schedule of Events

Wednesday, October 23, 2019

6:00-9:00 p.m. Registration

8:00-10:00 p.m. All Convention Social

Thursday, October 24, 2019

6:30-7:15 a.m. Wake Up Walk

7:00 a.m. - 3:00 p.m. Registration

9:00 a.m. - 4:30 p.m. Exhibits Open

Session 1 > 8:15-9:15 a.m.

- 1 Rhythm is Everywhere: Let's Embrace It! – *Mally*
- 2 PE Energizers – *Temessen*
- 3 Challenge Me - Teaching the Skills of Boulder through Gamification – *Csiacsek/Read/Richardson/Youngmark*
- 4 Tag, You're It: Transforming PE to Build Confidence and Community – *Kubrasch*
- 5 Adapt and Conquer: A WI Paralympian's Perspective on Empowering & Supporting APE Students in PE & Athletics – *Tom Miazga*
- 6 Sitting is the New Smoking: Increasing Movement Throughout the Day for Staff & Students – *Horst*
- 7 Your Circle of Influence: Find the Power Within it – *Berg/Lokken/Wentland/Whaley*
- 8 Supporting healthy minds & bodies with Children's Hospital of WI free e-learning resources – *Nichols*
- 9 Connecting Physical Education and the Classroom to Deepen and Broaden Understandings – *Schwartz*
- 10 USTA Net Generation - School Tennis – *Miller/Veloff*

Session 2 > 9:15 - 9:45 a.m.

Visit the Exhibitors - *Coffee/Muffins Break in Exhibits Hall*

Poster Session - *Coffee/Muffins Break in Sandstone Hallway*

Meet a WHPE Mentor - *Survive Your First Year of Teaching! How? – for Future Professionals*

APE Drop In/Discussion

Meet and Greet with Tom Miazga

General Assembly > 9:50-11:20 a.m.

Announcements/Elections/Award Recipients

Keynote presentation: *Scott Welle – "OUTPERFORM THE NORM: Raise Your Game"*

Session 3 > 11:30 a.m. - 12:30 p.m.

- 1 Never Miss a Chance to Dance – *Mulloy/Clark*
 - 2 Kids Love Scooters, You Should Too! – *Weidenbach*
 - 3 Cross Curricular PE: ELA and Math Activities for your PE Class – *Zerby*
 - 4 Exciting Games and Activities to Develop SEL, Teamwork, and Leadership – *Emerson/Mueller*
 - 5 Adventure Fitness – *Candy*
 - 6 Incorporating Strength and Conditioning into High School Physical Education – *Fizel*
 - 7 Postpone or Protect: Building Safe, Responsible Relationships – *Nottingham/Craven*
 - 8 To Include or not include? A perspective on inclusion in APE – *Goodness/Brown*
 - 9 Eco-Health – *Trnka*
 - 10 Physical Activity Promotion - Get Your Students & Staff Moving Outside of the Classroom! – *Fencel*
- 12:00-1:30 p.m. Past President meeting and PP and Retiree lunch
12:30-1:30 p.m. Convention Lunch on your own
12:30-1:30 p.m. Exhibitor lunch
12:30-1:30 p.m. Future Professional lunch/election
12:30-1:30 p.m. Fundraising Opportunities Info - Appetizer lunch

Session 4 > 1:40-2:40 p.m.

- 1 Beyond the Choreography (cont at 2:50 pm) – *Dado*
- 2 Brainball - 16 years of proven research to improve Math, Spelling and Reading in PE! – *Ortiz/Taggart*
- 3 Omnikin - Six Balls for Fitness and Fun – *Gooding*
- 4 Eat Your Heart Out – *Homman/Cappozzo/Wolter/Raddatz*
- 5 Movement Soup – *Koval*
- 6 Experience Speed Stacks - Skillastics: A Group Activity! – *Burk*
- 7 Moving on Up: Teaching Skills Based Health Education Through Movement – *Gorwitz*
- 8 A Step by Step Approach to Two-Wheel Bike Riding – *Wagner/McMullen/Young*
- 9 Advocacy 101: Maximize Community and Financial Support to Promote Your #HPE Program! – *Petermann/Kestell*
- 10 Perspectives on Embedding Social Emotional Learning into Curriculum Using the Whole School Whole Community Whole Child Model – *Jones*
- 11 Health. Happiness. High Performance – *Welle*
- 12 Educational gymnastics from a best practice approach – *Vang*
- 13 Planning 3 Ways – *Westphal/Maly/Pomeroy*
- 14 University of Wisconsin Chairs meeting – *Gary Diffie*

Session 5 > 2:50-3:50 p.m.

- 1 Beyond the Choreography (cont from 1:40 pm) – *Dado*
- 2 "ESCAPE" into a New Adventure with BreakoutEdu – *Mulloy/Clark*
- 3 Paddling for Pleasure – *Gnewikow*
- 4 Discover Tchoukball – *Keating*
- 5 Teaching Elementary Striking - Are You In or Out? – *Fick/Fritz*
- 6 Advanced Lesson into Sport Stacking: Let's Get Moving – *Burk*
- 7 Advocacy Checklist Toolkit: Your Guide to Increased Support for Your Program – *Horst*
- 8 Sexual Decision Making – *Reichel*
- 9 High School and Middle School Standards-based Grading in PE – *Drobot/Wiske/Lukasavitz*
- 10 THE GREAT BODY SHOP: A Comprehensive Health and SEL Resource for Grades PK-8th – *Wegge/Stewart*
- 11 College/University Roundtable Discussion (cont at 4:00 pm) – *Timm*
- 12 10 Ways to Integrate Technology into PE – *La Fleur*
- 13 University of Wisconsin Chairs meeting – *Gary Diffie*
- 14 Moving Targets: Recent Developments in Nicotine Use – *Jorenby/American Lung Association*

Session 6 > 4:00-5:00 p.m.

- 1 If You Can't Shake It, Then Fake It – *Temessen*
 - 2 Activities with noodles and games that use Rock/Paper/Scissors – *Maloney/Barton*
 - 3 Open Space/Evasion Games – *Candy*
 - 4 Parkour - Putting a Twist on Educational Gymnastics – *Csiacsek/Read/Richardson/Youngmark*
 - 5 Games by Eclipse Ball Designed to Encourage Students in Active Play – *Benson*
 - 6 Building a Sensory Hallway in Your School – *Wagner/Boyer*
 - 7 National Board Cert. for Professional Teaching Standards: Every Kid deserves a great teacher! – *S. Ortiz*
 - 8 Networking - Advancing the Field of Outdoor/Adventure Education – *Ramirez/Starck/Mickschl/Eggerichs*
 - 9 Higher Level Learning in PhyEd – *Crevcoure*
 - 10 Integrating Mental Health Skills into Health and PE Practice – *Edwards*
 - 11 College/University Roundtable Discussion (cont from 2:50 pm) – *Timm*
 - 12 Aha Moments in Health - Again – *Blanchette*
- 5:15-5:50 p.m. Minute to Win It! - Future Professionals
6:30-8:30 p.m. WHPE Awards Social
8:30 p.m.-11:30 p.m. All Convention Dance - DJ

Friday, October 25, 2019

7:15-7:45 a.m. Wake Up Yoga

7:30-10:00 a.m. Registration

9:00 a.m.-12:00 p.m. Exhibits Open

Session 7 > 8:00-9:00 a.m.

- 1 "The Brain on Movement" Bring it on!!!
- 2 Let's Get Moving: Elementary PE Games and Activities – *Garrison*
- 3 K-5 Instant Activities and Warm Ups – *Graham*
- 4 Follow the Bouncing Ball: Use Your Imagination To Do It All – *Gorwitz/Otto*
- 5 Games, Games, Games – *J. Ortiz*
- 6 Most Valuable Program Available: Maximizing the Use of MVPA in PE with Heart Zones System – *Berkey*
- 7 PE for EveryBODY: Participating in a Different Pair of Shoes – *Buchman/Brown*
- 8 Tiered vocabulary in Physical Education – *Tebo*
- 9 Successfully Navigating the Job World – *Van Mersbergen*
- 10 Risk Management in Adventure and Outdoor Education – *Stratton/Mueller*
- 11 One moment lasts forever: Shaken Baby Syndrome/Abusive Head Trauma – *Kainz/Whaley*
- 12 Modeling 21st-century skills in a standards-based curriculum – *Vang*
- 13 Hooks, Meaning-Makers, and Teaching with GRIT! – *Nottingham/Craven*

Session 8 > 9:10-10:10 a.m.

- 1 1,2,3 Lets move...Move to the Beat! at the Secondary Level – *Maly*
- 2 Nutrition On the Go – *Hagenbach*
- 3 #RUKind? Steps to achieving an inclusive or unified classroom – *Dado*
- 4 Instant Activity to Invasion GLO's – *Kroening*
- 5 Let's Play! Activities to get your students thinking and moving! – *Zerby*
- 6 Heart Zones Network Clinic: Updates, Advanced Training and Implementation Strategies – *Berkey*
- 7 health.moves.minds - SHAPE America's Service Learning Program – *Kestell/Erdman/Norby*
- 8 Urban Education: What Health and Physical Educators Should Know – *Fuller/McGowan*
- 9 Transition in Adapted PE – *Swenson*
- 10 Standards based grading in middle school Physical Education – *Johnson/Cyrtmus/Larue/Smith/Parsons/Smet/Ziarten/Raduechel/Lor*
- 11 How to Relax and Increase Productivity in the Process – *Kubtz/Whaley*
- 12 Burnout: An Educator's guide to recognizing and preventing career burnout – *Allen*
- 13 Creating Relationships in the Health Classroom – *Blanchette*
- 14 WHPE Grants Session – *Marx*

Session 9 > 10:20-11:20 a.m.

- 1 Uncovering the Hidden Opportunities in Dance – *Mally*
- 2 High School Initiatives, Ice Breakers, Problem solving, Trust falls and more – *Wiesjahn*
- 3 The Fun Side of Social and Emotional Learning (cont at 11:30 a.m.) – *Candy*
- 4 STEP IT UP - get your GAME ON! an American Ninja Warrior inspired event – *Flannigan*
- 5 Student Leadership at Recess (cont at 11:30 a.m.) – *Dever*
- 6 Violence Prevention for Today's Youth (cont at 11:30 a.m.) – *Misch*
- 7 Purposeful Play - Aligning Activities to Standards – *Graham*
- 8 Creative Equipment to improve the strength & movement quality of students on a limited budget – *Fizel*
- 9 Accessing Reliable Resources for Bullying Prevention/Intervention – *Reichel*
- 10 A practical approach to performance assessments in Physical Education Van – *Mersbergen/Sowa*
- 11 Making Good Decisions Possible – *Bieszk/Dickie/Jadin*
- 12 Stress management: all the info you need to enhance a unit or teach a semester long course – *Chironis*
- 13 Teaching Social Skills Through Cooperative Games in PE – *McMullen/Wagner*

Session 10 > 11:30 a.m. -12:30 p.m.

- 1 The Freedom of Choice will Allow Your Students to Personalize Their Learning – *Schwartz*
 - 2 Get Your School Moving: Creative Brain Breaks to Ignite Learning – *Mueller*
 - 3 The Fun Side of Social and Emotional Learning (cont from 10:20 a.m.) – *Candy*
 - 4 Fitness Activities for Learning, Assessment and Fun – *Johnson/Carthage*
 - 5 Student Leadership at Recess (cont from 10:20 a.m.) – *Dever*
 - 6 Violence Prevention for Today's Youth (cont from 10:20 a.m.) – *Misch*
 - 7 Shift your Mind and your body will follow – *Otto*
 - 8 Using Team Shake to bring more equity to PE – *Mann*
 - 9 One Love Foundation: An Innovative Approach to Relationship Education – *Hanson*
 - 10 Becoming an Advocate: Skills Style! – *Lacasse/Kok/Maier/Kroll*
- 1:00 - 3:30 p.m. Maureen's Board/Convention Wrap up Meeting

WHPE MEMBERSHIP

You must be a current member through 11/19 or return a new/renewal membership form with membership dues to preregister for the convention.

Wisconsin Health and Physical Education Membership Form.

PRINT ALL INFORMATION

CHECK APPROPRIATE BOX IN EACH SECTION

Month	2019 to Month	2020	Current <input type="checkbox"/>	New <input type="checkbox"/>	Renewal of Expired Membership <input type="checkbox"/>
LAST NAME _____	FIRST NAME _____	AREA		OFFICE USE ONLY	
STREET _____	HOME PHONE (____) _____	<input type="checkbox"/> Health – H <input type="checkbox"/> General – G <input type="checkbox"/> Physical Education – P <input type="checkbox"/> Student – S <input type="checkbox"/> Sports & Athletics – A <input type="checkbox"/> Recreation – R <input type="checkbox"/> Dance – D		EXP. DATE _____	
CITY _____	WORK PHONE (____) _____			Date Rec'd _____	
COUNTY _____	STATE _____ ZIP _____			CK # _____	
E-Mail Address: _____	Year: Fr So Jr Sr Grad			Amt. PD _____	
*Students-School attending					

- SE – Southeast District - CESA District 1 & 2
- SW – Southwest District - CESA Districts 3 & 4
- C – Central District - CESA District 5, 6 & 7
- NE – Northeast District - CESA Districts 8 & 9
- NW – Northwest District - CESA Districts 10, 11 & 12

- TEACHING LEVEL**
- E – Elementary
 - M – Middle
 - S – Secondary
 - U – University/College
 - O – Other _____

Mail to:
WHPE
 145 Mitchell Hall • 1725 State St.
 La Crosse, WI 54601-3788

Makes Checks payable to: WHPE

For further information go to our website:
www.whpe.us

TYPE OF MEMBERSHIP	
Lifetime (\$600)	<input type="checkbox"/>
Professional (\$80)	<input type="checkbox"/>
Associate (\$80)	<input type="checkbox"/>
Student (\$35)	<input type="checkbox"/>
5yr Undergrad (\$99)	<input type="checkbox"/>
Retired (\$20)	<input type="checkbox"/>

2019 WHPE CONVENTION REGISTRATION

Deadline: October 3, 2019

You must be a current member of WHPE through 11/19 or return a new/renewal membership form with membership dues to pre-register for the convention. COMPLETE ALL INFORMATION AND CHECK ALL APPROPRIATE FEES BELOW. You can verify your membership status by calling the WHPE office at 608-785-8175 or 800-441-4568.

COMPLETE ALL INFORMATION AND CHECK ALL APPROPRIATE FEES BELOW

Last Name: _____ First Name: _____

Street: _____ City, State, Zip: _____

Phone (Office): _____ Phone (Home): _____ E-mail Address: _____

Student Teacher Other

University or School District: _____

Is this your first WHPE convention? Yes No I am interested in a Student Leadership position.

WHPE District (check one): NW C NE SE SW

CLASSIFICATION (Check all that apply)	EARLY BIRD-REGISTRATION (must be received by 10/3)	REGISTRATION (After 10/3)
<input type="checkbox"/> Professional Registration for Current Members	\$135.00	\$150.00
<input type="checkbox"/> Professional Registration including One Year's Members Dues	\$215.00	\$230.00
<input type="checkbox"/> Student Registration for Current Members (Includes Lunch)	\$50.00	\$60.00
<input type="checkbox"/> Student Registration Including One Year's Membership Dues (Includes Lunch)	\$85.00	\$95.00
<input type="checkbox"/> Student Registration Including 5-Year/\$99 Membership Dues (Includes Lunch)	\$149.00	\$159.00
<input type="checkbox"/> Lead Presenter Registration for Current Member	\$75.00	\$75.00
<input type="checkbox"/> Lead Presenter Registration Including One Year's Membership	\$155.00	\$155.00
<input type="checkbox"/> Retired	\$0.00	\$0.00
<input type="checkbox"/> Past President	\$0.00	\$0.00
<input type="checkbox"/> Non-member Registration	\$240.00	\$250.00
Total Enclosed:	\$ _____	

Complete and send this form along with a check for WHPE Convention Fees to:
 WHPE, 145 Mitchell Hall, UW-La Crosse, La Crosse, WI 54601. Call 800-441-4568 or 608-785-8175 for more information.

WHPE Convention Dates

October 28-30, 2020 Wilderness Resort, Wisconsin Dells	October 27-29, 2021 Kalahari Resort, Wisconsin Dells
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From your President . . . Maureen Vorwald



Greetings! As many of us are gearing up for the next school year, I hope you are feeling both rested and excited to start up again. I appreciate this opportunity to remind you of our upcoming convention and to highlight two new partnerships that WHPE has secured for you.

WHPE Convention. I am already looking forward to October. I love learning new things and I am looking forward to meeting up with new and familiar faces at our convention. Our line up this year is fantastic!! Mark your calendars for **October 24 - 25th**. This year's convention will be at the Kalahari in Wisconsin Dells. On both Wednesday and Thursday night, there will be a social open to everyone. Thursday night's social will take place prior to the dance and highlight this year's award winners. Please consider joining us both nights to celebrate, collaborate, and have fun! We are "Better Together".

Fundraising Opportunities. Remember when you ran a jump rope type event and raised \$2999 but only earned a \$100 voucher for equipment. Well those times have changed. You now have two better options when it comes to raising funds for your programs. SHAPE America just rolled out a program called **health.moves.minds**. This program provides lesson plans and teaching strategies to assist teachers to target social emotional learning. How cool is that? It is hard to imagine a more important topic that impacts student success. In **health.moves.minds** program, your school can keep 50% of the proceeds in the form of certificates for Gopher equipment or you can make a donation to a local non-profit or your PTO. Run an event that raises \$3000 and now your program will have **\$1500** to spend on equipment or donate to a charity of your choice. And Gopher will kick in an extra 10% if you choose to spend it all on equipment. Doesn't that make more sense than earning just \$100? Go to the SHAPE America website to check it out and sign up today! <https://www.shapeamerica.org/events/healthmovesminds/action-plan.aspx>

Future Professionals Corner

The WHPE convention is right around the corner. As a future professional, please consider playing an active role as a WHPE member by running for a position on the WHPE board committee. Vice President-Elect, Secretary, and Public Relations positions are all available for the 2019-2020 year. There will be an option to 'check a box' if interested in a leadership position. Look for this when registering for the convention. Please feel free to reach out with any questions!



Current teachers, we are seeking advice from you about your memories in college, or what to expect when entering your first teaching job etc. to add into the "Future Professional" corner. If you would rather talk to us then write something, the University of Wisconsin La Crosse Physical Education Majors club has recently included brief skype sessions with current Health, physical educators, and adapted physical educators from the state of Wisconsin during our meetings. There has been great feedback from the undergraduate students following these skype sessions because we are hearing and learning from teachers out in the field. Would you be interested in helping the development of future educators? If interested in skyping with us, please contact WHPE Future Professionals advisor, Deb Sazama dsazama@uwlax.edu or WHPE Vice-President for Future Professionals McKenzie Kirtz at kirtz.mckenzi@uwlax.edu.

Another program WHPE is partnering with is called **"Step it Up"**. The program this year will be based off of American Ninja Warrior. This program is run very similar to what you may have done previously with the American Heart Association. A Step it Up Wisconsin representative will come and help you organize a kick off event, provide small prize incentives to participating students, and your school will be able to keep up to **40%** of all proceeds. An important aspect of Step it Up is that you get to spend that 40% however you choose! Plus you may earn ninja warrior equipment packs for your school depending how much you raise. Raising \$3000 with these partners, will net your program **\$1200**. <http://p.stepitupkids.com>

Better Together. As we enter a new school year, most of us also will have unique and sometimes similar changes and challenges. I hope you face them with optimism, passion, and perseverance. For instance, I will be unable to teach in my gymnasium until early November due to a water pipe breaking over the 4th of July. I am hoping for good fall weather and a creative mind!! If you find yourself needing support in any way, please reach out to us. WHPE is here to serve you and provide you with resources to provide quality physical education and health for all. Thank you for being a WHPE member. Hope to see you in October!!

With warm regards, Maureen Vorwald, WHPE President

Fundraising Opportunities!

WHPE knows that budgets are tight and you want to find ways to support the needs of your school in interesting and meaningful ways. During this past year, WHPE has built a partnership with two new service learning and fundraising organizations, **Step it Up** and **SHAPE America's Health.Moves.Minds** for you to consider for fundraising/ community service to provide valuable resources for your program and community. WHPE made sure that both Health. Moves. Minds and with Step It Up. were a good fit with our Association mission and vision for our membership. WHPE strongly feels much goodness can come from either of these programs and that each program will be a difference maker on so many levels. **Each program offers its own benefits and perks. Both of these programs allow your school to keep 40-50% of your profits.** You can find easy links to both programs on our WHPE website.

More information on both of these programs will be available at the fall WHPE convention. Please review the following to select how you can gather the information you need to make the best choice for you and your school community.

- **Light Appetizer luncheon - Thursday** no sign up necessary. Health.moves.minds and Step It Up will be on hand to answer any questions you have.
- **Information Booths in Vendor Hall** - Health Moves Minds and Step It Up will each have an informational booth in the vendor hall. Please stop by and talk with our representatives to help you sign up or gather information. Social Media highlighting props will also be available to help get the word out.
- **Friday's convention session schedule** - will feature each program at an individual session. These sessions will give you a detailed view the featured program We hope you will join us to learn more about these programs! If you need more information please contact Penny Kroening at kroeningpenny@gmail.com

WHPE 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 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, 2020. You may contact is WHPE office for more information or check out the grant guidelines on the WHPE web page at www.whpe.us.



Leadership Opportunities in WHPE

Candidate for President-Elect



My name is Dan Timm. I'm honored to be a candidate for President-Elect and continue serving Wisconsin Health and Physical Education. Everything in one's life is connected. I developed a strong work ethic growing up on a farm halfway between Hartford and Menomonee Falls. Although my mother was an elementary school teacher, I had no intention of going into teaching. Now, after more than 25 years in the teaching profession, I believe that work ethic will help me as the next WHPE President.

Professional Background ...The PETE program at UW-Madison has been my professional home for 23 years. I have been a WHPE member for 22 years and served on the Board of Directors for three years as the College/University Division Vice President. With the members in that division, we increased division membership, provided advocacy and professional development opportunities, and enhanced connections between division members. I served on the Leadership Council and Board of Directors for the Midwest District of SHAPE America/AAHPERD and served as a liaison between WHPE and Midwest District. I have also given state, district, and national presentations on culturally responsive teaching.

Strategic Plan and Initiatives ... As an organization, WHPE functions according to its strategic plan. WHPE's three-pillared strategic plan is available at <http://whpe.us/strategic-plan>. I am considering introducing a number of initiatives which are consistent with the strategic plan. Space precludes describing them in detail, but I want to give an indication of some things to come.

Membership ... Members are the foundation of WHPE. We need to continually increase membership and will be exploring ways to do that. Are there pools of potential members we have not tapped? Do we need innovative methods for recruiting new members? We also need to retain current members. We will be investigating new ways of connecting with members. Members need to believe WHPE is their organization and the benefits of membership are too valued to lose.

Professional Development ... The WHPE convention is one of the better state conventions in the country. We will continually strive to upgrade the convention through enhanced programming. The organization will also continue providing additional professional development opportunities. What should those opportunities be? How can those opportunities be delivered to members?

Advocacy ... Advocacy begins with our credibility as an organization. Our actions speak louder than any words we say. During the past few years, considerable effort has been put into advocacy by WHPE. Using that work as a springboard, we will explore ways to have a greater advocacy influence. How can we be of greater assistance to our members? How can we achieve a greater presence for the profession throughout Wisconsin?

Leadership Philosophy ... I may not have all the answers as president. But hopefully, I can ask the right questions of the Board of Directors that will generate additional questions and discussion.

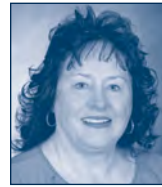
Ultimately, the most appropriate decision for the matter at hand will be reached.

My leadership philosophy could be described as Guiding/Enabling. An organization functions best when people work together toward a common goal rather than one person dictating what should be done. When working together, people feel ownership of the organization's achievements.

One thing that is important to me is transparency. I believe if there is a lack of transparency, there is reason for concern. However, some matters require confidentiality. To the extent possible, I will be transparent with the membership regarding decisions made by the Board of Directors and the direction of WHPE.

An organization is not about its president; it is about its members. With your help, we can continue to make WHPE one of the best state associations in the country. I look forward to working with you.

Candidate for WHPE Secretary



Hi! My name is Jan Kunert! It has been an honor serving as your WHPE Board of Directors and Executive Committee Secretary. I would like to continue my service and these are the reasons why:
Professional Education: Degrees in Physical Education and Educational Administration (UW-Eau Claire, UW-Madison).

Professional Experience: Physical Education and Health Educator, Coach, Athletic Director/Assistant and Principal. Retired, and currently, a Substitute Educator in four Eau Claire area school districts.

WHPE Membership/Service: I have come up the ranks from my initial membership to being elected to the Board of Director and then as the Executive Committee Secretary.

My WHPE Goal: I believe that Wisconsin has the BEST Physical Education and Health Educators in the USA! I have worked hard to advocate for quality physical education and health educators and programs in the following venues:

Local: In area school districts by financially supporting their WHPE fundraisers and when hired as a substitute educator.

State: At WHPE events – meetings, workshops and Conventions. Spearheaded the program for the WASB (School Board Convention) booth and interactive presentations by WHPE educators.

Originated "Feature A Teacher" item for WHPE Newsletter highlighting WHPE Physical Education and Health Educators

National: Attended, represented and presented at the National Convention. I would like to continue serving WHPE and YOU!
Thank you for your vote!

Candidate for WHPE Secretary

My name is Dave Weidenbach and I have been teaching Physical Education in Milwaukee Public Schools for 28 years. I not only teach Physical Education, I live it. In 2012 I took up cycling and loved it so much I have ridden 27,000 miles since then. I am an advocate for the sport of cycling as well as for movement and exercise. In 2017, I was awarded the JRFH Elementary Educator of the Year Award and in 2018 I was awarded the Wisconsin Elementary Physical Education Teacher of the Year Award. It has been an honor and privilege to serve my students and school community. Now, it would be an honor and privilege to serve my fellow WHPE members at the state level as your secretary. Thank you for your support!



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



Leadership Opportunities in WHPE

Candidate for Central District Coordinator



Hello, I'm Will Westphal and in my 10th year as an educator, and just finishing my 4th year on the WHPE Board. I live in Kimberly and teach in Brillion. I love working to help make teaching better for all of us. I'm hoping to continue that for another two years on the WHPE Board.

Candidate for Northeast District Coordinator



Greetings from Minocqua, WI. **I am Mary Wentland** and I am running for the position of Northeast Coordinator on the WHPE board this fall. I currently serve on the board and have been busy working on shareable Unified Health Curriculum and skills based health curriculum for our state. I am starting my 22 year of teaching, health, adapted PE and at-risk youth PE and Health. I look forward to your vote and the ability to continue serving you. Please feel free to drop me an email wentland@lakelandunion.org and let me know how WHPE can better serve you and your teaching needs.

Candidate for Northwest District Coordinator



I am Molly Dado and I have been teaching secondary Physical Education for 21 years in the Hudson, Wisconsin School District. I was fortunate enough to be recognized for my passion for teaching in 2018 as I was named 2018 WHPE teacher of the year and 2019 Midwest teacher of the year for the secondary level. My passions are in the area of teaching dance, teaching students the power of an inclusive environment, and mentoring future physical education professionals. I have also found great personal fulfillment by co-coaching Hudson High School's one to one Unified cheer team for the last 4 years. Physical education and teaching is not just a job to me, it is my passion. If you elect me as Northwest district coordinator, I will do my best to impact our profession in a positive way.

Candidate for Northwest District Coordinator

My name is Jake Rebhan and I am a physical educator, coach, and lifelong mover at Eau Claire North High School! I earned my undergraduate degree from the University of Wisconsin La Crosse and my Master of Science through Cardinal Stritch University. I am currently in my fifth year as an educator and I have always been passionate about movement, learning, and helping others achieve their goals in life. My mission as an educator is to utilize my knowledge, skills, and character values in a positive and meaningful matter to develop physically literate students, staff, parents, and community members. In addition to teaching, I also serve as the head varsity wrestling coach and the defensive coordinator of the football team. This allows me to interact with many people in the Eau Claire community and helps spread my mission to more families in the Eau Claire area. In my free time I enjoy exercising through running, biking, swimming, and weight training as well as the outdoor pursuits of hunting, fishing, golf, frisbee golf, and many more activities, I am always on the move! Professional development is extremely important to me as I have attended 8 WHPE State Conferences as well as National Conventions in Boston and North Carolina. I am very passionate about advocating for quality physical education programs and building strong relationships with others. Serving as the WHPE Northwest District Coordinator would be an honor and a privilege that I am ready and outfitted to assume!



Candidate for Southeast District Coordinator

I am Matt Pomeroy and I've been teaching health and physical education at Merton Intermediate School for 15 years and served WHPE and the SE District of WHPE for the last 4 years. Throughout my time on the board, I've brought small workshops throughout the SE district and I want to continue bringing PD to our local schools. I have engaged members voices to be heard, through the use of a WHPE blog. The blog empowers members and delivers professional learning to all WHPE members. I've also helped connect and share with all WHPE members through our social media accounts like Facebook, Twitter, and Instagram. I am easily accessible through social media or email and connected to many SE district members through social media. I want to continue bringing people together through those avenues and continue to make WHPE, health and physical education stronger! Along with serving on the WHPE board, I am also a host of the SHAPE America Podcast, I am the professional development chair for the Midwest District, and a chair of the emerging leaders innovation team with SHAPE America.



Candidate for Southeast District Coordinator

Hello fellow WHPE members! I hope your school year is going well. **My name is Wendy Wiesjahn** and I am running for Southeast District coordinator. I have been a member of WHPE since I was in college at UW-La Crosse, which was over 20 years ago. I have been the SE coordinator a few times, the Member at Large on the Executive Committee and currently I am serving as the Convention coordinator. The reasons I'd like to be your SE coordinator again is that as you all know we will be experiencing a great loss by this time next year. Our CEO/Executive director Keith Bakken is retiring. His shoes will be hard to fill, but I feel with my experience on board in various fashions and knowing the history of our organization that I can help find a good replacement for Keith. I would also like to listen to your ideas and take them back to the board. I'd like to make your membership more meaningful to you. We can continue to put on workshops, give valuable resources, or whatever you need. Please vote for me and tell your other WHPE colleagues as well. See you at the convention!



Candidate for Southwest District Coordinator

Hi, **I am Tammie Fick** and am running for the Southwest District Coordinator. I teach in Shullsburg which is a rural K-12 school with a student population of about 350. I have just finished my 10th year in the district and am excited about my accomplishments in that length of time. I started out as the only PE and Health Teacher. I advocated for an intern, then another PE teacher and then for daily elementary PE. I achieved those goals and continue working to make Health and PE a priority at Shullsburg. I now teacher 4K-5th grade PE and high school Health. Being kind is a quality I want all my students to walk away with. I want to help other schools advocate for their students and for their amazing programs!





From WHPE Past President: Patty Kestell

A New School Year + A Summer of Great PD Opportunities = A Whole New Year of HPE Adventures!

This fall marks the beginning of my 30th year of teaching in the HPE profession! As daunting as that may sound to me as I begin this new school year, one of many things I am most grateful for is the wonderful community of students, families, and colleagues I have been fortunate to work with in Cedarburg School District. I am grateful for the relationships and connections that have been built throughout all of those years, and appreciate the support that my school community has given me throughout my career. Without a doubt, the work we do with our students, and the impact we have in our school communities and our districts begins with the relationships we build and the messages we share about health and physical education on a daily basis.

I am very grateful for the many friendships I have gained as a member of WHPE, SHAPE America, and the National Wellness Institute. My teaching strategies, planning and student assessments have increased a hundred fold through my daily interactions with so many wonderful HPE and wellness professionals. I am grateful for the professional development opportunities I was fortunate to attend this past summer, and for the high level of quality presentations that were shared at each conference. I have no doubt that my students will be the beneficiaries of a whole new year of adventures in learning based on the “gold mine” of innovative activities and practices that were shared. We are “Better Together” when we share our ideas with others, and because of these great health and physical education PD and networking opportunities, I am just as pumped up for this new school year as I was my first year of teaching!

If you are new to teaching, or have been teaching just as long as I have, do whatever it takes to connect with other educators and seek out new professional development opportunities. Stay connected through your membership with WHPE. Join SHAPE America, and widen your horizons. Seek out new professional development opportunities for yourself, and continue to reach out to as many new HPE professionals as you can. The relationships you build with colleagues in your district, across the state and across the country will be priceless to your own professional growth, your work with your students and school community, and to our HPE profession as a whole! I wish you all a fabulous school year!

Mark Your Calendars! WHPE Convention! October 23-25th – Kalahari Resort in the Wisconsin Dells

One of my favorite and most highly anticipated professional development opportunities every year is the WHPE Convention. We hope all of you will join us Wednesday evening, October 24th, for the WHPE All Convention Social from 8-10pm, and for our convention sessions on Thursday and Friday, October 24th and 25th. WHPE has planned a fabulous convention program for all of you! I can't wait to see you there!

Innovative Health and PE Resources –

CBHPE – A dynamic, gold mine of a website cultivated by Mark and Becky Foellmer, HPE professionals from Illinois. This website includes an Idea Tank, Templates, Chrome Book Apps, Projector Ideas, Breakout EDU's, PE GIFs, and other great educator resources!

Digital White Board/Projector PE Plans for the Day Templates – Kevin Tiller, a Massachusetts elementary PE teacher, has some fabulous templates for sharing and implementing daily activities with students. Check out his digital templates; it will get your wheels spinning on how you might want to use this with your own students.

Health.Moves.Minds Supplemental Resources – Twenty one pilot schools implemented the SHAPE America **health.moves.minds** program throughout the country this past spring. Several schools shared these additional resources that can be used to enhance the kindness, mindfulness, and empowerment themes covered within the **health.moves.minds** program. These books

are a great way to connect and embed the **health.moves.minds** program with your classroom teachers, school counselors and school psychologists.



College/University Division News

Dan Timm, Division Vice President

Numerous College/University members have been busy giving presentations in the last few months. Congratulations to the following individuals for presenting at the SHAPE America Convention in Tampa in April: Rebekah Johnson (Carthage), Yoonsin Oh and Tara Putnam (UW-Eau Claire), Jenna Starck and Deb Sazama (UW-La Crosse), Yubing Wang (UW-Whitwater). Thank you to Cindy Kuhrasch (UW-Madison) for organizing and presenting the Culturally Responsive Classrooms/Social Emotional Learning workshop in Madison in June. Also, kudos to Susanna Swenson and Tim Swenson (UW-Platteville) and Deb Sazama and Jenna Starck (UW-La Crosse) for presenting at Best Practices in Health and Physical Education in Stevens Point in July.

Be sure to check out the articles in this newsletter written by College/University members. Tim Swenson and Susanna Swenson (UW-Platteville) have written this issue's Something You Can Use article. Also, Cynthia Allen (Carthage) has shared thoughts on how she has integrated mindfulness into her teaching.

Reminder, the College/University Division has developed a Resource List which is available under the Resources tab on the WHPE web site at <http://whpe.us/wp-content/uploads/2019/05/Resource-List-5-2-2019.pdf>. The Resource List indicates College/University members available to help other members who have questions or concerns in respective areas.

The College/University Division will be well represented in the WHPE Convention schedule this year. There will be 13 presentations by 10 different college/university presenters intended for adapted physical education, future professionals, health, dance, elementary, or secondary audiences. Additionally, 9 posters, representing 10 institutions, will be presented during the poster

session. The poster session is scheduled for Thursday, October 25, 9:30-10:00, in the South Atrium, outside the Exhibit Area.

The College/University Roundtable is scheduled as a double-session again this year, although it will have a different format. Prior to the convention, I will send out a call for items to be included on the Roundtable agenda and introduce the new format. The agenda will be sent to college/university members prior to the convention so they can give thought to the items up for discussion.

Lastly, remember WHPE is again using electronic voting for the fall election. Please be sure to submit your vote in a timely manner

See you in October at the convention!

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.

TEACHING IDEAS ...

TWO MINUTE DRILL:

This is a new way to get some strong fitness in before a lesson. Students come in and immediately put pedometers on and begin jogging to warm up. When everyone is ready students go to the end line and stand next to their PE partner. Partners choose to be a #1 or #2.

I design the drill and change it often.

Partner #1 will stay at the end line and do something that increase strength or core. (Examples: plank jacks, burpees, crab kicks...)

Partner #2 will do something for cardio vascular fitness down to the opposite side and back. (Examples: Bear crawl 1/2 way, skip the rest and sprint back)

These are always different. Once in a while I have the students design their own and they get very creative.

I won't go past two minutes but they have to work very hard for those two minutes.

Add equipment, jump ropes, steps to change it up!

– Submitted by **Mary Linehan**

K-5, Greenwood Elementary, River Falls, Wisconsin

Classroom Management: Classroom Culture

You have the largest classroom in the school. Never forget that. If other teachers and students forget, remind them. Your space is an educational setting design for learning, not for playing games. Learning starts with building a community; this includes you and the students, that believes in growing together. Start with a social contract for each classroom you serve by creating a list of student's values and beliefs. Add your own so that you are also a part of the learning community. Lastly, display each classroom list gracefully and never be afraid to revisit these values. The work you put in at the beginning will pay dividends this school year.

– Submitted by **True Vang**

NW District Coordinator, Eau Claire Area School District



Mat Challenge

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

Equipment – 5-6 gym mats

- Split students into groups of 4 – 5 students each or as close as you can make it. Give each group a fold-up mat (use the dark blue, light/dark blue, and the 2 better rainbow mats. The purple and gray mats are too small and one of the rainbow mats is just too squishy for this to work well). Students should leave their shoes ON for this challenge. Any students with disabilities can have accommodations (like they may touch the ground but nobody else can) so they can participate in the groups as well.
- The challenges depend on the age group but the set up for each is basically the same. Here are the challenges listed by grade levels.

K – 3rd grade should start with challenge 1 and move forward.

But, students in grades 4-6 can start on challenge 3 if you feel they would be ready for it.

Challenge 1: have the students unfold the mat as a team. When a group is done, they should all sit on the mat and raise their hands to show they are ready for the next challenge.

Challenge 2: have the students fold the mat back up as a team. Again, when done students should sit on the mat and raise their hands to show they are ready for the next challenge.

Challenge 3: have each team stand on top of the folded up mat. Nobody may touch the ground and if someone does, the entire group has to fold the mat back up and start the challenge over from the beginning. Students should show they have finished as stated above.

Challenge 4: have each team stand on top of the unfolded mat. Nobody may touch the ground and if someone does, the entire group has to unfold the mat and start the challenge over from the beginning. Students show they have finished as stated above.

Challenge 5: Have the long side of the mats butted up tight against one of the walls (not the stage side) and have the teams stand on the mats. Explain to the students that they have to get their mat to move from the wall to the other side of the gym (choose a line that they have to pass that is a good distance away) without letting any student touch the ground. If a student touches the ground, the entire team has to fold the mat back up, push it against the wall, and start over from the beginning.

- Stress TEAMWORK and COOPERATION between the groups. If a team is having a very hard time and not getting along go over and talk with that group about this. Most of the students should do well but there always seems to be a few in a day that struggle. If one person is doing the yelling, tell them that they are no longer allowed to talk and if they do then they have to sit out of the activity.
- I try not to answer too many questions or say too much because I want the students to have to use their own creativity and leadership skills to complete the task. Simply give the students the rules of the activity and then let them do the rest. Sometimes I won't even answer questions as a whole group because students give away ideas to other groups.
- Remind the students that there are NO winners. If your group is working well as a team then your group is winning. It does not matter how far each group gets as long as the team is cooperating and working hard that the challenges. Some groups will have teams that make it to challenge 5 and some of the groups will still be on challenge 3.
- Following the activity, hold a debriefing session (5 minutes) with the groups and discuss communication, cooperation, or other related and important topics.

Example Questions:

- What worked well within your own team? What did not work well?
- What teamwork strategies did your team use well to complete the challenges (communication, listening, flexibility, respect, responsibility, kindness, trust, etc)?
- What did you notice about how other teams were trying to complete the challenge?

Back to School Bulletin Board Idea

Looking for a new bulletin board idea? How about the theme-- Be Yourself!!

Theme: Be Yourself!

Source Entirely Elementary! School Counseling blog post.

– **Shannon Maly**

Sun Prairie High School Health & Physical Education Teacher;

Sun Prairie Head Gymnastics Coach; WHPE HS VP.



TEACHING IDEAS ...

Examples of K-2 Skills-Based Rubrics for a Locomotor Unit – Tammie Fick



PHYSICAL EDUCATION

• Unit: Locomotor Skills • (run, hop, skip, jump, gallop, slide)

Name: _____

KINDERGARTEN	ONE (Not Meeting)	TWO (Working Towards)	THREE (Meets)	Comments:
STANDARD 1: I can move using the correct skills	Lacks balance with the hop, jump, run, gallop, slide, and skip	Demonstrates parts of the hop, jump, run, gallop, slide, and skip with balance	Demonstrates the hop, jump, run, gallop, slide, and skip with balance	
STANDARD 2: I can move in open spaces	Lacks appropriate space, speeds, and pathways when moving around others	Demonstrates appropriate space, speeds, and pathways when moving around others some days	Demonstrates appropriate space, speeds, and pathways when moving around others most days	
STANDARD 3: I can participate and be fit	Lacks active participation	Demonstrates active participation but also chooses to sit	Demonstrates active participation	
STANDARD 4: I can play fairly	Lacks the ability to follow the rules and cooperate with others	Follows the rules and cooperates with others but needs reminders	Follows the rules and cooperates with others	
STANDARD 5: I can value PE by being	Lacks the ability to make positive comments in PE class	Makes positive comments in PE class but needs reminders	Makes positive comments in PE class	

PHYSICAL EDUCATION

• Unit: Locomotor Skills • (run, hop, skip, jump, gallop, slide)

Name: _____

FIRST GRADE	ONE (Not Meeting)	TWO (Working Towards)	THREE (Meets)	Comments:
STANDARD 1: I can move using the correct skills	Lacks most parts of hop, gallop, slide, jump	Demonstrates parts of hop, gallop, slide, jump	Demonstrates mature form, for hop, gallop, slide and uses 2 feet for takeoff and landing for the jump	
STANDARD 2: I can move in open spaces	Lacks appropriate space, speeds, and pathways when moving around others	Demonstrates appropriate space, speeds, and pathways when moving around others some days	Demonstrates appropriate space, speeds, and pathways when moving around others most days	
STANDARD 3: I can participate and be fit	Lacks active participation	Demonstrates active participation but also chooses to sit	Demonstrates active participation	
STANDARD 4: I can play fairly	Lacks the ability to follow the rules and cooperate with others	Follows the rules and cooperates with others but needs reminders	Follows the rules and cooperates with others	
STANDARD 5: I can value PE by being positive	Lacks the ability to make positive comments in PE class	Makes positive comments in PE class but needs reminders	Makes positive comments in PE class	

PHYSICAL EDUCATION

• Unit: Locomotor Skills • (run, hop, skip, jump, gallop, slide)

Name: _____

SECOND GRADE	ONE (Not Meeting)	TWO (Working Towards)	THREE (Meets)	Comments:
STANDARD 1: I can move using the correct skills	Lacks most parts of skip, run, jump	Demonstrates parts of skip, run, jump	Demonstrates mature form for skip and run, and most parts of jump	
STANDARD 2: I can move in open spaces	Lacks appropriate space, speeds, and pathways when moving around others	Demonstrates appropriate space, speeds, and pathways when moving around others some days	Demonstrates appropriate space, speeds, and pathways when moving around others most days	
STANDARD 3: I can participate and be fit	Lacks active participation	Demonstrates active participation but also chooses to sit	Demonstrates active participation	
STANDARD 4: I can play fairly	Lacks the ability to follow the rules and cooperate with others	Follows the rules and cooperates with others but needs reminders	Follows the rules and cooperates with others	
STANDARD 5: I can value PE by being positive	Lacks the ability to make positive comments in PE class	Makes positive comments in PE class but needs reminders	Makes positive comments in PE class	

TEACHING IDEAS ...

Warm Ups

– Submitted by Larry Kartz

Across The Court: This is a dynamic stretching and moving activity used to improve flexibility in the lower extremities while also preparing the cardio system aerobically. Students begin on one side of the gym and do each of the following dynamic exercises while moving from sideline to sideline. Each is repeated once (there and back 2x) before the next exercise begins.

1. Jog
2. High Knees
3. Frankenstein Walks
4. Lunge Walks
5. Side Slides
6. Caroki (Grapevine)
7. Back Pedal
8. Sprint
9. Jog

Circuit Training: Five different stations are set up around the perimeter of the gym, students in previously set groups (groups are on the back page of their 1st quarter grade page) move with their group from station-to-station performing each of the exercises for 50 second intervals. At a signal they rotate counter clockwise around the gym to each of the five stations. The warm up is completed after the second time through. EXAMPLES:

Station 1 > Weights Bicep Curls and Tricep Extension Curls or Station Shoulder Press

Station 2 > Jump Rope

Station 3 > Curl Ups or Planks

Station 4 > Push Ups, Med Ball Exercises or Skill Practice

Station 5 > Plyometrics, Ladder Work, Flexibility Drills, or Core Work

Curl Ups and Push Ups: Using the FitnessGram CD found in the stereo, students perform as many curl ups and push ups as they can using the cadence found on the CD.

Daytona 500: An aerobic and flexibility warm up. Students pair up and both follow the same routine but at opposite times of each other. ½ of the students begin with jogging the specified number of laps, while their partners stay in the middle of the gym and perform static and/or dynamic stretching and core exercises. When partner one completes their laps they come to the middle tag off to the partner doing the stretches and switch places. Partner two now runs the same number of laps as partner one did while the partner one begins the stretching routine. Each time partner two completes their laps the number of laps ran decreases by one lap until both have run all the laps required. EXAMPLE: Both partners would run laps in this order: 6-5-4-3-2-1 OR 5-4-3-2-1

Feats of Strength: Class is split into two even groups facing each other at half court. A physical challenge is given to them to try and complete, the team with the most remaining members at the designated time wins the other team must run/jog 5 laps while the winning team runs 2 laps. EXAMPLES of CHALLENGES: Jump Rope, Wall Sit, Planks, Push Up Position, One Leg Balance, Partner Balance, Jumping Jacks, Med Ball Hold with outstretched arms.

I Like: PreK-3rd grade warmup. All students gather in the center jump circle, a different colored hula hoop is in each corner of the basketball court. The teacher tells them what is in each hoop and they use teacher described locomotor skills to go to the hoop that has what they like the most in it. EXAMPLES: Foods, Colors, Seasons, Ice Cream Flavors, Restaurants, Gym Games, Music Groups

Jungle Run: For this warm up I open up the second floor balcony doors on both ends as well as the gym doors on the East end of the gym. Starting at mid court, students run out the Northeast door, up the stairs and across the balcony, return down the Southeast stairs, back into the gym running to ½ court, across the gym and repeat designated number of times usually the laps are their grade level or grade level minus one.

Noodle Wars: Divide the class into equal teams so that each team member has their own mini pool noodle. Each team tries to eliminate the others by striking their opponents below the knees with their noodle. If a player is struck, they must immediately assume a squatting position with their pool noodle raised with both hands above their head. A teammate may save them, by striking their noodle to get them back in the game. Once all members of a team are eliminated (no one can save them) that team is eliminated and play continues until only one team remains.


Poker Run: Divide the class into equal teams (4-5) and place them all equal distance from the face down card pile in middle of gym. On go signal, one member of each team runs to the pile and takes a card. Once a team has 5 total cards, they must always put one back before taking another in their quest to get the desired hand. Teams may not steal from another team! When a team has the required hand (see below) they jump and shout to indicate success and Teacher verifies they have the correct hand. Rounds: 1) 2 pair 2) 3 of a kind 3) Straight 4) flush (all cards the same suit 5) straight flush 6) 4 of a kind

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TEACHING IDEAS ...

Classroom Management

By Crystal Gorwitz – Past, Past President WHPE

Expectations/Classroom Management – During the first week of school I practice my “Super Six Classroom Management Plan” with all of my middle school physical education students. I share my expectations for each word listed below and we practice each one during our warm up time. This classroom management plan has worked great for my classroom and I hope it will provide you with ideas you can use to make it your own.

Super Six Classroom Management Plan – This is not my original idea. This idea is based on a presentation that I saw Jim Deline from Texas do on how he manages his classroom. Credit to Jim Deline.

1. “Huddle Up” – when I give the signal/stop the music and say “huddle up” the students will immediately look for me and jog over and gather in front of me (this is used for inside or outside). Expectations - students are facing me and hands to themselves. If they have a piece of equipment it is always placed on the floor between their feet.

2. “Hortonville” – when I give the signal/stop the music and say “Hortonville” (used when we are inside the gym) the students will immediately jog to the large painted letter H on the gymnasium floor. This is how I use this at my school you can use this with your school mascot or a designated area in your activity area.

3. “Superstars” – when I give the signal/stop the music and say “Superstars” this means that I want all the students to stand in their alphabetical roll call lines.

4. “Freeze” – when I give the signal/stop the music and say “Freeze” students stop where they are, stand still and look at me. Expectations - both feet are on the floor and the students are standing up, If they have a piece of equipment it is always placed on the floor between their feet.

5. “Whiteboard” – when we are inside and I give the signal/stop the music and say “Whiteboard” that means all the students jog over to the whiteboard to either read the instructions or they fill out a check for understanding or exit ticket from me.

6. “Perimeter” – When I give the signal/stop the music and say “Perimeter” students will start jogging outside cones (if outside) and when we are inside jog outside the main basketball court.

APE Teaching Idea:

I have taught adapted PE classes for 20 years. When I first started teaching, I used the picture communication board for my students to show and explain what we were doing for the day. I moved away from that over the years but returned to it this past year when I had two classes with ASD students. I wrote out the daily schedule for the higher functioning class that consisted of fifth graders. For the students in the other class, I used a “first” “then” schedule. I had a picture for laps and how many they each needed to do and the one exercise we focused on for the week. Then we had a picture of the equipment that we were focusing on for the week. Then the final minutes of class they could choose an individual activity such as scooters or balloons to use. The students knew what was expected and could see what they needed to do to get to their favorite item at the end of class.

– Submitted by **Letitia Rask-Barrows**
Green Bay Public Schools
Elementary Adapted PE & regular PE

Disc Activities for Secondary Physical Education

Do you have a bin of frisbees in your equipment room? Are those frisbees only used for either an ultimate frisbee unit or a few days of disc golf? If so, it is time to step outside your comfort zone and try a non-traditional disc activity. The activity described below is Disc Freestyle but other activities and all the handouts and assessments are included in this drive folder: <https://drive.google.com/open?id=13BmBH5TpbLt0Rc2SRI6PAoHAQViULWHCgVY9VRq6b6ys>

Activity: Disc Freestyle

If you have never seen Disc Freestyle, check out this video, “Introduction to Freestyle Disc (Frisbee)”: https://www.youtube.com/watch?time_continue=48&v=5B2lwGOMxYs

Grade Levels: 6th-12th

Purpose: Disc Freestyle engages students in each of the three learning domains and develops competencies in multiple standards. Students are engaged in psychomotor skills such as throwing, catching, and locomotor movements. Cognitive skills utilized are space, force, trajectory. And most importantly, this activity can be evaluated for affective learning: safety, on-task behavior, effort, and teamwork.

Standards:

- **S1.H1.L1:** Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).
- **S2.H2.L1:** Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve the performance of self and/or others in a selected skill.
- **S4.H4.L1:** Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.
- **S5.H3.L1:** Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.

Equipment: Frisbees

Description: Students will create a routine that combines “a sport and performing art characterized by creative, acrobatic, and athletic maneuvers with a flying disc.” Students can work in groups of 1-5 members. They must create a 1-2 minute freestyle performance. The performance must include throws, catches, and other moves using one or more discs. See the Disc Freestyle Performance handout in the drive folder linked in the introduction.

Assessment: Psychomotor Performance Checklist & Affective Rubric (link in the introduction)

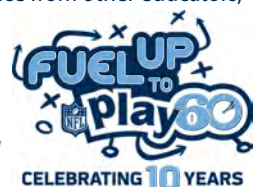
Reference: Cramer, S.J. (2017). Disc activities in physical education: A comprehensive approach. *Strategies*, 30:2, 27-32

– Submitted by **Rebekah Johnson, Assistant Professor and Department Chair at Carthage College**

Have You Joined the Private Program Advisor Facebook Group Yet?

More than 1,100 educators like you are members of this group where you can get answers to questions, give or receive advice from other educators, win swag, participate in live Q&A sessions and more! The page is moderated by other Program Advisors just like you for peer-to-peer, real-time conversation. Join now!

Go to Facebook and search for “Fuel Up to Play 60 Program Advisor Official Facebook Group!”



TEACHING IDEAS ...

Health Teaching Ideas

Back to School: All about Me Activity What are we learning?

Students will have the opportunity to get to know their classmates by creating a slide with information about themselves that they will use to help introduce themselves in class.

Directions: Students job is to Create a slide with the following information it that will be shared with the rest of the class in a google presentation. First Day activity and lead up to Analyzing Influence Skill Unit.



- Insert a new Slide into the presentation that I have shared with students.
- Put their name on the slide
- Include a Head-shot of just yourself. "Selfie"
- Include 5 adjectives to describe yourself
- Include a picture that represents a positive influence/Health Habit in your life
- Include a picture that represents a negative influence/Health Habit in your life
- Include 4 pictures that demonstrate your interests, likes, hobbies, and personality traits

Why are we Learning this?

- Allows students and teacher to have a visual to get to know everyone in class.
- Lead up activity to tie into the analyzing influences & communication skills unit/module.
- Standard 2: Students will analyze influences and other factors on health behaviors
- Standard 4 :Students Students will demonstrate the ability to use interpersonal communications skills to enhance health.

How will I know I have learned it?

- Students will be able identify others in class that may have similar personality traits, likes and habits good and bad who they can relate with.
- Students will have a class directory of students in class to reach out to as well throughout the school year.

– Shannon Maly
Sun Prairie High School Health & Physical Education Teacher;
Sun Prairie Head Gymnastics Coach; WHPE HS VP

Health Teacher Central

– Submitted by Matt Pomeroy, Merton School District

If you are looking for a a way to get connected, learn, and share with more health educators, please check out the Facebook Group called "Health Teacher Central." <https://www.facebook.com/groups/1687430148140310/?ref=share> This site is full of health educators willing to help you transition from a content based approach to a skills based approach.



Educators are sharing ideas for their classroom, successful presentations for the use for content of their lessons, and amazing skills based activities that will work in your classroom. The group has mentors looking to assist you and lists different topics that they are strong in. There is a file database that anyone can add to from the group and access to download the materials. This is a very positive supportive group that can lead to the continual development of you as a health educator. This group is great for the beginning educator or someone who has been teaching for years. Start by checking what others are posting and sharing, so you can learn from them. When you begin to feel more confident and comfortable, then you can ask questions, start discussions, and even share your own materials. Don't delay, check out this group today.

Health Calm down list

<https://drive.google.com/file/d/0B86bxFYKZTHIGV10S081RTA/view>



Social Skills link:

<https://www.thepathway-2success.com/12-basic-social-skills-kids-need/>



submitted by Mary Wentland,
Lakeland Union High School

Introducing the Toolkit4PE Resource

Hello members, I hope this newsletter reaches you well and reenergized for another school year. The realities of another school year are here – I just finished registering my own children for school this morning. With the excitement of another school year also comes the opportunity to try out the new tricks and activities you may have learned over the summer. I would like to share another useful resource that is available to all PE and APE teachers – for free. Did I mention that it is free? 😊

The Toolkit4PE website was created by Christy Slone and Alexandra Levine, both of whom teach PE and APE in Fairfax County, VA. This website provides a variety of resources and is broken into categories such as planning, instruction, positive behavior, utilizing staff support, unit skill themes, IEP goals and assessments, and a favorites section that highlights more useful tools. (A quick shout out to the APE graduate students at UW-LaCrosse as their APE videos are found here!!). This website

also contains a section on various organizations involved with special physical education (i.e. SHAPE, APENS, Wright's Law, NCPEID) and a discussion board.

To gain access to all the FREE resources contained within this website, you must sign up by providing an email address and creating a password. Below is a QR code that will take you to the website in order to sign up if interested. Otherwise, travel to the website address by going to <https://www.toolkit4pe.com/>. I highly recommend you taking some time to explore (and use) this resource. Also, please feel free to share this with all the other amazing PE and APE teachers you work with!

Thanks – and have a great beginning to your school year!!

Tim Swenson, CAPE
WHPE Vice President of APE

Infusing TGfU into Disability Sports

Recently a colleague (Susanna Swenson) and I had an opportunity to discuss and practice the idea of infusing the Teaching Games for Understanding (TGfU) instructional approach with disability sports. The inspiration behind this concept was to take an inquiry-based approach to learning a new sport specifically designed for students with disabilities. However, the sport we chose, Goalball, can be modified to be included in the general physical education curriculum. I would like to share our ideas and how it can work in your classroom.

TGfU is an inquiry-based approach developed by Bunker and Thorpe in 1982. The premise of this style of teaching is if teachers can improve students' understanding of the game, versus the traditional skills-based teaching approach, then performance improvement is likely. To accomplish this, the teacher uses a series of questions for students to learn the "how" and "why" during game play. Games are typically categorized into four groups based on the objective of how they are played. These include invasion, net/wall, striking/fielding, and target activities.

Disability sports have become quite prevalent over the years as more students with disabilities are included into general physical education classes, along with increased athletic/recreational opportunities for students with disabilities, be it physical, emotional, and/or intellectual. Goalball, a Paralympic sport, is a unique activity in that it was created solely for individuals with visual impairments and has not been modified from an already existing sport. The objective of the sport is to roll a ball, which contains bells, past the opposing team and into a goal located behind them. The ball must be rolled underhand, across the court, and the opposing team tries to locate the ball and block it with their body. There are three players to a team, all of which wear eye shades to completely block all sight. This allows for a level playing field among all players. The playing area is the size of a volleyball court and regulation courts have lines taped to the ground for players to feel where they

are during game play. (Scan the QR code to see a video and learn more about Goalball.)

So why combine these two? TGfU allows your students to become active thinkers and movers in class, enabling them to process reasons why they move – giving meaning to physical activity. Disability sport allows students to engage in an empathetic experience as well as discover a whole new series of sports not typically provided in a general physical education curriculum.

Some example questions which infuse the TGfU approach into Goalball include:

- **What are the most effective throws you can use based on your position on the court?**
- **What is your communication strategy as an individual and team?**
- **How do/can you use your teammates in order to score offensively?**

There many other questions that could be asked, but the purpose is to engage the students cognitively as well as physically as they learn a new approach, and hopefully, appreciation to physical literacy. Another note to keep in mind is the concept of infusing TGfU into disability sports does not need to only include Goalball. Activities such as sit volleyball, beep baseball, and sledge (scooter) hockey can be included in your general curriculum, as well as provide excellent opportunities for increased learning and activity for all your students. If you already incorporate the TGfU approach in your teaching, consider adding disability sports to your repertoire. We hope you have had time to recharge and relax this summer and are looking forward to another great school year.



Tim Swenson – UW-Platteville; **Susanna Swenson** – UW-Platteville;
Scott Ringenberg – UW-Platteville.

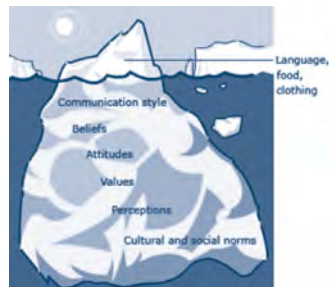
“Exploring Diversity and Culture II” Culturally Responsive Health and Physical Education

Dan Timm

Last time, we began our discussion of diversity and culture by looking at surface-level diversity and deep-level diversity. Surface-level diversity refers to readily observed personal characteristics such as race, age, and body size. Deep-level diversity pertains to psychological characteristics, for instance attitudes, opinions, values, and preferences.

Like diversity, culture also has surface and deep levels. Surface culture is what many people think of when they think of culture; things that are readily noticeable. Examples of surface culture include food, dress, music, visual arts, drama, crafts, dance, literature, language, celebrations, and games (Grant & Sleeter, 2007).

Surface culture is easily noticeable by a teacher and that information will tell the teacher some things about their students. However, if a teacher wants to know their students beyond surface culture, the teacher has to know their students at the deep culture level.



Deep culture includes aspects that sometimes go unnoticed. Many aspects of deep culture exist. Several examples include rules of conduct, concept of beauty, ideals of childrearing, attitudes toward elders, concept of cleanliness, preference for competition or cooperation, and definition of obscenity (Grant & Sleeter, 2007). Deep culture may possibly be more important in determining how people of a culture live.

Being familiar with the surface culture and deep culture of students can permit teachers to connect class content to their students' lives. Connecting content to students' lives has shown positive results regarding student engagement, participation in school activities, and academic performance (Kozleski, n.d.). As WHPE President Vorwald has stated, we are Better Together. When teachers get to know aspects of their students' cultural backgrounds, teachers and students are better together.

Grant, C. A., & Sleeter, C. E. (2007). *Doing multicultural education for achievement and equity*. New York, NY: Routledge.

Kozleski, E. B. (n.d.). *Culturally responsive teaching matters*. Retrieved from http://www.equityallianceatasu.org/sites/default/files/Website_files/CulturallyResponsiveTeaching-Matters.pdf

“Hip-Hop Health”

Hip-Hop Health was introduced to the membership at the SHAPE America Convention in Tampa. I was unfamiliar with this initiative until attending the respective session. It wasn't long into the session I said to myself, “This is culturally responsive teaching.” Instead of lecturing health concepts to students, SHAPE America is now promoting the communication of these same health concepts through music students enjoy. SHAPE America is placing content within a cultural context, which is one of the four pedagogical bridges teachers can use to connect content to students' lives (WHPE Newsletter, Summer, 2016). If you are planning to include Hip-Hop Health in your curriculum this year, welcome to the world of culturally responsive teaching!

Incorporating Mindfulness Exercises into your Daily Instruction

I teach an introductory statistics class for the Exercise & Sport Science majors at my college. I watch as students come to class either already stressed or, as they begin to shut down when feeling overwhelmed and frustrated by a mathematical principle we are learning. For years, I rejected the notion that I ought to be helping students learn how to manage their emotions- 'I'm an academic instructor', I thought, 'not a life coach'. Then, I read an article written by the president of our college, John Swallow, published in Inside Higher Ed (<https://www.insidehighered.com/views/2018/07/10/students-today-need-colleges-value-emotions-well-intellect-opinion>). He was a mathematics professor before moving into administration. He wrote:

... we cannot avoid the emotions present in students or ourselves. Sometimes we idealize the academic environment as one where only rational thought takes place. But to expect that human interaction on deeply meaningful topics -- race, mental health, assault, or other sensitive issues -- can rely solely on rational argument is irrational.

His writing emboldened me to start adding discussions about mindfulness to my classes. During the past academic year, I began experimenting with incorporating the mindfulness practices I have been cultivating as yoga teacher, into my classroom. Mindfulness is simply an awareness of the present moment with no judgment and no effort to change anything. It is not forcing yourself or your students to be happy or calm. Mindfulness is all about paying attention to your thoughts and body sensations in a way that can soften and release expectations. When practiced regularly, it helps you to act intentionally rather than re-act unconsciously in a way that may cause harm to yourself and others.

Below is a list of strategies I have used to help students become more mindful. Key to each of these strategies, is talking with students about how the activity relates to preparation for learning and managing sometimes unpleasant emotions when learning new material or interacting with peers.

Take 5

- Take 5 deep breaths at the start of class.
 - Have students sit with both feet firmly on the ground, arm in their laps, palms up; breath in through the nostrils, pause, out through the mouth
 - If appropriate to your class, I often mix it up by having students stand, or sit cross-legged, or lie down.
- I have adapted this also to moving through 5 yoga poses, or spending 5 minutes with a classmate they don't know well, or taking 5 minutes to review what we covered in class the day before.

Morning quote on board

- Start with some quotes you like, then ask students to submit a few of their favorites. I ask students to submit a paper to me with a favorite quote or two (can be a song lyric). I will then, throughout the semester, write the quotes on the board. I ask students to let me know if they want to be anonymous or if they are open to talking about why they like the quote.

Play music to start class and while students are working on in-class assignments.

- I start by playing music I have curated (sometimes to relax, other times to energize) and then ask student to write down their favorite songs which I then incorporate throughout the semester. Again, depending on the group dynamics, students can talk about why they like to song or the song choice can be anonymous.

Brain break sessions

- When it looks like students need a brain break, I ask various questions- we work our way around the room with everyone answering (Note: I do tell students they can always say "pass" if they don't feel like answering). Reminder, that a key part of this is to discuss with students how being more aware of emotions allows us to be able to handle them in a healthy way. I may ask the class to think about how they were feeling before we took the brain break compared to after.
 - If you had a free afternoon, and you could spend it with a celebrity, who would it be and what would you do?
 - If you had a week off and money was no object, where would you go?
 - What was the last show you binge watched?
 - If you could go home tonight and cook your favorite meal, what would it be?
 - If you could turn pro in anything (not just sports) what would you do for a living?

– Cynthia Allen PhD, Assistant Professor, EXSS Department, Carthage College

The 3rd Annual Take Your Parent to PE Week will take place September 23-27, 2019

During the campaign, parents are introduced to their child's physical education program and encouraged to engage throughout the year while being physically active together at home and in the community. Find more information and resources at <https://www.activeschoolsus.org/pe-week>

Testimonial from Katie Mulloy - Inviting parents and families into my PE classes for Take Your Parent to PE Week was an amazing experience for all involved! Students were excited to participate with their parents and show off their skills, parents enjoyed spending time with their child and getting an inside glimpse at PE class, and I loved it because it strengthened my relationship with students and families only increasing their support for my physical education program! I encourage everyone to give it a try - you will not be disappointed!



Take Your Parent
to PE Week
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CEO's Report

As I enter my 25th and final year as your Executive Director and CEO, I would love to take a walk down memory lane and write about the good times. However that would contribute little. Let's remember the past but always look to the future and have a plan for it.

Please take a minute to think about how our world has changed since 2010. We would be naive to think we have seen the end of these changes. Now please take a few minutes to think about some things that will never change. We all want quality schools in our communities. We all value family and good friends. We all breathe the same air. When we need help, someone will be there. The list goes on.

Our future depends on new colleagues, fresh out of college each year who truly want to excel. It is up to all of us to welcome them. Our future depends on our ability to educate decision makers at all levels of government. Our future includes new fundraising opportunities like we have never seen before. Health Moves Minds and Step it up are two initiatives that your Board of Directors has decided to promote. Both of them will greatly benefit your school and your students. Never forget that our future depends on us..

Last week I saw a meme on Facebook. "They say we only live once. WRONG! We only die once...we live every day." Working for you has reminded me that I do live every day. I can never thank you enough.

Peace and Health to All, Keith



Great Reads....

Submitted by Will Westphal, Brillion

Two great reads from the authors Po Bronson & Ashley Merryman, *NatureShock* and *Top Dog*.

Nature Shock chips away at 1 interesting topic a chapter:

- ▶ Praise (good, bad, when to, how to)
- ▶ How much lack of sleep hurts our children
- ▶ Should you or shouldn't you teach your kids about race ▶ Why Kids Lie.....
- ▶ Way More Cool Topics too.

The whole time I read this book I saw it relating to many of us as parents, coaches, and Health/Physical Educators

Top Dog, takes a long hard look at competition. Why some people prefer it, why some don't, how it effects men versus women, and many other things. The thing I most enjoyed about it was how it really showed how valuable competition can be. I think it is something that is being lost or being undervalued in modern education BUT time and time again this book gives examples of how being put in the pressure situations of competition (in surgery, dance, entrepreneurship, chess, or otherwise) quite often brings out the best in all of us.

Book: Poor Students, Rich Teaching by Eric Jensen ... Before you start this next school year, consider this? Will this year be the same as last year, and how will you know? Moreover, are you content with things being the same? If you don't have a growth mindset, how can you expect your students to develop one? Jensen (2016) explains that any teacher can pick up a new strategy and try it in his or her classroom, but it is not a change of mindset. How will you engage students this year to develop them as a person and not just someone who understands how to stay healthy and participates in games? School is about guiding students to become able adults who can positively contribute to their surroundings. Jensen's book, *Poor Students, Rich Teaching*, is a beautiful read for any teachers who needs a little reminder about the larger picture of our role in education.

Jensen, E. (2016). *Poor students, rich teaching: mindsets for change*. Bloomington, IN: Solution Tree Press.

Submitted by True Vang, NW District Coordinator, Eau Claire Area School District

The Seven Habits of Highly Effective Teens by Sean Covey ...

This is a great book to introduce to students (as well as for yourself) and take pieces from it to weave into your teaching. This can help students with goal setting, building friendships, self esteem, mental health, and much more!

Kaitlyn Bieszk, Bay View Middle School

