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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 SPRING/SUMMER 2023
 VOLUME 52, ISSUE 2



As we enter the last quarter/semester of our school year, I hope this newsletter finds you well and energized to continue providing your students with the tools they need to live healthy, active lives.

In today's world, it is more important than ever to prioritize physical and mental health, and you are at the forefront of

this effort. By teaching our young people the importance of regular exercise, healthy eating, and good mental health practices, you are equipping them with the tools they need to lead healthy, productive lives.

As the school year winds down I encourage you to stay engaged and connected with your fellow educators, and to

keep exploring new ways to inspire your students to prioritize their physical and mental health now and throughout the summer months.

Together, we can make a lasting impact on the well being of our communities.

Our Board of Directors met on April 15th and I will update you with what took place in the next newsletter.

Thank you for all that you do.

Best regards,
Mary Wentland, WHPE President
@prideandjoyMary



Health Equity is about meeting our students where they are so that Everyone has a fair and just opportunity to be as healthy as possible.

- Robert Wood Johnson Foundation

As Health and Physical/Adapted Education Teachers, we are already doing this! Our goal for the sessions at Best Practices will grow your practices in Health Equity so that in Wisconsin schools, everyone is and feels healthy, safe, supported, engaged, and challenged. Health equity is a process, not an outcome. It is a lifelong journey dedicated to caring about others and taking a thoughtful approach to your life/work. It is a commitment to learning and relationship building, thinking strategically, and tailoring your approach to every situation. It is about understanding ourselves and our local context; while also recognizing that everyone is the expert of their own lives. It is about using your knowledge, skills, and experiences to increase the effectiveness of your impact. No matter where you are on your personal journey in life, never forget that the work you do matters. And that you matter too.

For more information contact: Meg Whaley, DPI – meg.whaley@dpi.wi.gov



| Economic Stability | Personal Characteristics | Disability | Community, Safety, & Social Context | Mental Health |
|--|---------------------------------|----------------|---|--------------------------------|
| Are basic needs being met? | Age | Physical | Are they accepted at school? | Depression |
| Are they working outside of school and is their income being used to support their family? | Language | Cognitive | Do they have a support system? | Anxiety |
| Homeless? | Gender | Neurodivergent | Are they under significant stress? | Bi-polar Disorder |
| Are they getting enough to eat? | Race | | Are they exposed to violence/trauma? | Post Traumatic Stress Disorder |
| Do they have access to healthy options? | Sexual Identity and Orientation | | Do their caregivers believe that school is important? | Schizophrenia |
| | Hours of Sleep | | | Eating Disorders |
| | | | | Low Self-Esteem |

Health and Wellbeing:
 Quality of Life :: Health Status :: Life Expectancy :: Functional Limitations

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Risk and Play: a SHAPE Seattle Reflection

By Nathali Jones

Reflecting on the session **Risky Outdoor Play** by Dr. David Chorney and **Using Motor Behavior to Enhance Meaning** by Dr. Kristi Mally, Jo Bailey, and Will Westphal I am left wondering how are we as educators creating a perception of risk for our students? In Dr. Chorney's session research highlighted evidence that students who experience risky play - defined as thrilling, exciting play at height, speed, near dangerous elements (water, ice, snow), with dangerous tools, rough and tumble play or where there is a potential for disappearing or getting hurt, benefited in through their psychomotor, cognitive, and affective domains. Choosing a video showing Denmark's Forest Kindergartens demonstrated more unsupervised outdoor play opportunities children experienced, students showed increased motor skills, improved social behavior, increased independence, and conflict solution.

While we as educators, administrators, and school districts are tasked with limiting liability within risk, we can still afford students opportunities to experience the perception of risk taking while posing limited real risk as defined by insurance companies.

By using the Meaningful Physical Education framework, summarized by the **Using Motor Behavior to Enhance Meaning** presentation lessons are created through the lens of the student by asking the Why (Why am I doing this?), What (What am I doing?), and How (How am I going to do this?) rather than formulating the lesson from the lens of what we as educators are

assessing. Through Democratic Practices (focusing on personal relevance to the student, fun, challenge, and improving motor competence) and Reflective Practices (focusing on joy/delight and social interactions) we as instructors can give students the agency and choices to structure their tasks helping them explore their body and interactions in a variety of ways. As demonstrated by Mally, students can jump in a variety of ways, how far, how high, can you jump and catch something before you land, can you jump and land softly, can you jump over a pool noodle held by a partner...the opportunities are endless. At the secondary level this can be done by "Creating freedom within fences." (Jo Bailey) By breaking down a traditional game like badminton or pickleball and allowing students to select a minimum of 3 rules to follow within their match, students are given the independence to referee themselves and are forced to focus on conflict resolution when there is a disagreement within the rules.

Within our practice if we can find ways to afford repetition of the skills without creating repetition of the activity, we can keep students engaged in activities they may have previously been disinterested in. By using guiding questions such as "How did you feel...", "What did you think about before the task?" and "What did you think about after the task?" students can begin to self-assess the risks taken during the lesson and allow teachers to form meaningful connections with their students.

Luta De Galo

I attended a session at ShapeSeattle National Convention in March, called **Going Around the World in 60 Minutes... with Physical Education**. Presenter **Daniel Bayer (North Carolina)** showed how to use Global Games to Enhance Your Elementary P.E. Program. As a high school physical education teacher, I was looking for activities to help my secondary students gain a deeper understanding and appreciation of different cultures and for ways to build community within my classroom. One of the activities he shared was **Luta De Galo from Brazil**. **Check it out...**

Origin: Brazil "Fight of the Roosters"

Equipment Needed: Scarves

How to Play:

- Traditionally played 1v1, but we will modify it as a "whole class" activity
- We use 1v1 as a warm-up to introduce students on how to play
- Students will tuck a scarf in their waistband (or could use flag belts)
- Students will place their dominant hand across their chest
- Students will lift their opposite foot up off the ground
- Student who first pulls their opponent's scarf, while hopping, wins
- **"Whole Class" Activity:**
 - Each student will try to pull as many scarves as they can for points
 - Hand the scarf back after getting pulled - If your scarf gets pulled, students go to the outside "chicken coop", and perform an exercise to return (for example: the Chicken Dance)
 - Students can rest from hopping, but can't pull scarves while resting

Submitted by Shannon Maly, Sun Prairie School District



Watch to learn



Reflections from SHAPE convention...

Attending SHAPE America can be an absolutely awesome, yet overwhelming experience! I always want to pick at least one thing I can implement or work on right away. *Questioning* seemed to be the theme of the SHAPE Seattle sessions I attended and is something I want to get better at. In a project-based learning session with 2023 National HS PE Teacher of the Year, Jordan Manley (@STEAMWellness), spoke of a driving question. This is a question that poses real world dilemmas to students in order to engage them as the experts and problem solvers. Much of Jordan's work is inspired by Ryan Steuer, author of PBL Simplified. Steuer shares several resources including a video series and podcast at MagnifyLearning.org

In another session, fellow spectator, @DeanDudley, an Associate Professor at Macquarie University spoke of the simple act of questioning as a facilitator of learning. When a student asks a question, respond with a question rather than giving an answer. In this way, students are encouraged to engage in and seek out their learning. Find Dean on Twitter for several great resources on the research of Health and Physical Education.

My last notable aha came in a discussion about addiction with Mary Wentland (@PrideandJoyMary), our very own WHPE President. Mary asked me to watch a video (**Nuggets**) and proceeded to lead me through a series of questions on how it could be used for teaching. The questioning resulted in thoughts on the spectrum of addiction, how does the story end, can an ending be prevented, where did it begin, is there a turning point, etc...? The questions Mary asked also inspired thoughts on what wasn't shown in the video and had me still thinking several hours later.

Because of these inspiring educators, my first question to my classes on my first day back from SHAPE Seattle was "How can this Health class serve the needs of students without an addiction, students with an addiction, and students with loved ones with an addiction? What should we focus on to include everyone in the learning?"

- Submitted by Alisha Blanchette

Highlights from SHAPE America National Convention in Seattle



Brett Fuller (Retired - Milwaukee Public Schools) was inducted into the North American Society of Health, Physical Education, Recreation, Sport, and Dance. The North American Society recognizes outstanding professionals from within the allied professions of health education, physical education, recreation, sport, and dance in North America. Fellows must have demonstrated OUTSTANDING competence through professional involvement over a period of at least 20 years. Brett has served WHPE and SHAPE America in numerous capacities. He is a Past President of SHAPE America. (Note - I don't recall if Brett had any roles with Midwest District.)



Tim Swenson (UW-Platteville) received the Claudine Sherrill 2023 Adapted Physical Education Program-of-the-Year Award.



Kris Fritz (Retired - Sheboygan Area School District) received a SHAPE America Midwest District Presidential Citation for her years of service to the district, including serving as Parliamentarian this past year.



Sandee Ortiz (Sun Prairie West High School) was elected SHAPE Midwest President for 2023-24.

Taylor Olson (UW-Madison) received a SHAPE America Midwest District Presidential Citation for serving as its Council of Future Professionals Student Chair.



Kim Selby (Wilson Elementary, Sheboygan School District) was awarded Midwest District Elementary Teacher of the Year.



SHAPE America Major of the Year recipients from Wisconsin (from left to right) **Claire Tomczik**, UW-Stevens Point; **Paeyton Schmitz**, UW-La Crosse; **Taylor Cressinger**, UW-River Falls; **Ellie Moseid**, UW-Oshkosh; **Lynsey Anderson**, UW-Eau Claire



Seen at #SHAPESeattle

Submitted by Jo Bailey



I was fortunate to attend and present at the recent SHAPE America National Convention in Seattle, WA. Here are a few of the concepts, activities, and ideas I picked up at different sessions:

1. Spot it Yoga

Kate Cox (@KateCoxPE) presented several activities including this connection and communication builder, Spot It Yoga. Using Joey Feith's yoga graphics, Kate created a set of cards, each with one unique match. Kate used the Google add-on [FindTwins card game](https://tinyurl.com/FindTwins) <https://tinyurl.com/FindTwins> to create the cards. However, she also shared the deck she created here: <https://tinyurl.com/spotifyoga>

You can make your own version of Spot it using the FindTwins card game link above - simply upload the images you want to use and the add-on will do the rest for you.



2. Kyle Bragg and Daniel Hill shared a gif version of the image below.

Using 2 dice, one with colours on it and one with numbers on it, students roll both dice to determine which movements to complete e.g. Orange + 2 = Cross Country Skiers.



How could you use this? As a warm up activity or as a Bingo board activity Scan the QR code to get this activity for yourself.

3. Asking the right questions.

There was a common theme throughout a number of sessions at #SHAPESeattle: How to ask questions that get students engaging in deeper levels of thinking.

Firstly, Kyle Bragg challenges his students to reflect on how they are respecting and demonstrating positive interactions with each other by asking this question:

"What amazing teamwork moment do you wish was caught on video for Mr. Bragg and the class to see? Why was this so significant?"

Dean Dudley (@deandudley) modelled his response to a student question by asking another question, rather than giving them the answer directly.



Future Professionals Reflection

"As future professionals in physical education, it was amazing being able to partake in this year's convention in Seattle! Having the opportunity to learn from so many intelligent educators and peers was one of the most incredible experiences we have ever been a part of. As members attending from Wisconsin, we were able to learn more about grading, small-sided games, adaptive physical education sports/activities and MANY more tips and tricks to advance our future careers. We would like to thank every member of SHAPE America (those who were and weren't in attendance), for being a part of such an inspiring organization, as well as the presenters and attendees to help make our experience more influential and inspiring. It is your actions that help guide and motivate students like us to want to become such marvelous educators!"

WHPE Future Professional Board, Abby King

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.

Health Teaching Ideas . . .

Do You Bring the Community Into Your Classroom?

Connecting your students to their local community gives them real-world experiences and helps you maximize available resources. Young people develop a sense of civic duty when they see first-hand what their community has to offer and what they have to offer to their community.

- Kara Wyman has a BA in literature and a MEd from the University of California-Santa Barbara.

As an educator, I value the opportunity to bring community professionals into the classroom. I believe it is important for the students to meet professionals they might come in contact with outside of school and be given the opportunity to ask questions about their profession. For example, in health class, a pediatrician came to discuss the development and birth of a baby. For online safety, we have a speaker who investigates sex trafficking in our area. Substance use in the community

is covered by our school resource officer and neighborhood patrol. A representative from a safe shelter visits class to discuss healthy relationships. All of these people are here to meet the students and develop a positive repertoire in a safe environment; they also get to experience "school life."

Be sure to meet with the guest and view their presentation before they come into the classroom; not all professional roles in the community lead to an interactive lesson in the classroom. Be ready to share the presentation and dates with your administrator so there are no surprises.

A well-vetted guest speaker gives a refreshing break to the daily classroom grind for students and teachers alike!

- Patricia Zemke, NBCT, WHPE Health VP.

**Read a one page article here for more information:
[5 Ways to Involve the Community in Your Classroom](#)**

Healthy Relationships

Everyone deserves to have safe and healthy relationships no matter who you love or how you identify. Everyone can benefit from learning what a healthy relationship looks like and practicing the skills needed to have safe and respectful relationships. The CDC recently put out a Dating Matters Toolkit. **Check it out here:** https://vetoviolence.cdc.gov/apps/dating-matters-toolkit/content/lgbtq-guides?ACSTrackingID=USCDC_2133-DM101898&ACSTrackingLabel=DASH%20Weekly%20Digest%20-%20March%2022%2C%202023&deliveryName=USCDC_2133-DM101898

- Submitted by Mary Wentland, WHPE President, Lakeland Union High School

Bring Outdoor Education into your classroom!

If you are busy planning curriculum and units for your next school year and you are considering bringing outdoor education into your PE program, the Outdoors Tomorrow Foundation can help!

As an OTF manager, I can show you how to include units on camping, camp cooking, survival, orienteering, geocaching, hiking, rock climbing, biking, fishing and many more. Whether you just want to get an idea of what's possible or you are planning a new outdoor education class, I can help you! Send me an email at: jo@gootf.com for more information.



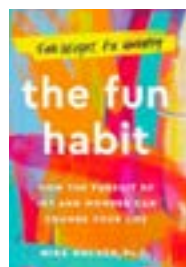
ACCOLADES . . .


WHPE member, Cindy Kuhrasch receives 2023 Staff Innovation Grant

Cindy Kuhrasch is one of the UW-Madison Spring 2023 Staff Innovation Grant recipients! Kuhrasch will use her grant to develop a smartphone app for community-building activities. The Staff Innovation grant was developed by the Dean's Office in the School of Education (SoE) seeks to reward the ingenuity and dedication of SoE university and academic staff through a new funding opportunity for innovative projects. The grant seeks to provide staff members with funds to develop exciting and innovative new initiatives that will have a positive impact on the SoE community.

Great Reads

I spotted this book in the airport on the way back from #SHAPEseattle and it immediately stood out to me:



 We know fun in PE is one of the factors that students say makes physical education more meaningful to them. This book explores how to make fun an actionable and natural habit and, while it is geared towards adults, there are many things we could view through the lens of physical education. It might simply be a great read for all of us to remember the importance of building fun for ourselves into each day! **- Submitted by Jo Bailey**

PE Teaching Ideas

Fitness with Agility Ladders

Written By: *Katie Shulfer, DC Everest Senior High*



Teaching your students with agility ladders? Whether at the high school level or elementary level, here is a cool idea for your students to try. Print out cards with foot positions to work on their jumping and landing. You can either create the sequence or have your students create their own. It is a great warm-up to practice their skills or an activity to help with working on fitness.

FREE Speed Stacks - District In-Service Workshop

Schedule **Speed Stacks** for your next District In-service / Professional Development for **FREE!** That's right, **no cost workshop!** This workshop puts the focus on using Speed Stacks free standards-based curriculum resources, which give physical educators creative ways to engage students in Sport Stacking and teach lessons that ensure academic rigor in the instructional environments. This is an activity-based workshop — come prepared and ready to move! Featuring **NEW** activities developed for **Fall 2023**, this hands-on interactive session will integrate team and individual based activities designed for grades K-2nd and 3rd-6th+ while covering the basic teachings and instruction of Sport Stacking. Your demonstrator will also cover how Speed Stacks can support teachers who are working to facilitate a local Sport Stacking event such as competitions in the school or district level. This workshop is designed for up to 2 hours. Each participant will receive instructional materials and a complimentary set of Speed Stacks! This workshop is designed for a grades K-8 audience.

Follow this link to [Schedule Your In-Service or contact Matt Burk *mburk@speedstacks.com*](#)

– *Kim Selby, Elementary Division VP Wilson Elementary School, kselby@sasd.net*

Invite Families into Your Gym

We are all doing amazing things inside of our gyms. Celebrate those exciting lessons and show off what the kids are learning to your families. Some of you host family nights or open houses at your school, but that may be difficult for all PE teachers. We all have responsibilities outside of school like families, 2nd jobs, and other commitments. Inviting families into the gym is an easier way to get family involvement if it is difficult outside school hours.

The year COVID started, my colleague and I hosted a week-long event inviting families into the gym to see what the students are learning. It was a huge success, but then COVID happened and our district stopped letting families into schools. This year we were able to invite families back.

We invited families in during our last week of gymnastics to allow families to see all the great things the students were learning. **Families loved it!**

The event was so successful. Over 200 families attended throughout the week and we are planning to invite families during our outdoor leisure games unit to promote physical activity. We are going to encourage families to participate with their students and show how much fun activity is. I encourage you to invite families into your gym space and promote your PE program.

– *Jeremy LaFleur, Northside Elementary Sun Prairie School District*



Volleyball “Fry Pan” Passing Drills

– *Tim Mueller, Erin School District*

These three partner activities, using a fry pan, a beanbag, and a tennis ball, are fun ways to develop the skill of passing in volleyball. These drills will help students learn to track a moving object and to move with good stance and footwork. All three drills require teamwork, cooperation, and coaching feedback between partners. These drills can be used as a station or with a whole class (provided you have enough fry pans).

<https://blog.gophersport.com/volleyball-fry-pan-passing-drills/>



healthmovesminds.org
#healthmovesminds

AMPLIFY KINDNESS

IT'S NOT TOO LATE!

You still have time to host a #healthmovesminds event and fundraiser for your school.

For more information and some help in planning an event, scan the QR code and fill out the interest form and visit healthmovesminds.org to sign-up and get access to FREE curriculum and resources!

Any questions please contact Katie Mulloy - katie.mulloy@nbexcellence.org

SEL in Physical Education:

We are becoming more intentional at our school about incorporating social emotional learning in our physical education programming, as we see it as one of the best areas to grow relationship skills and responsible decision making in our school.

Assessment Focus

During units, we will have days where the focus is on skills or strategy and other days, the focus comes from standard 4 including S4.M3.8 "provides encouragement and feedback to peers without prompting from the teacher." Students are challenged to be mindful to compliment their own team and the opponent and students do a self rating and teacher rating on their success with this at the end of the class. We pause gameplay and recognize and celebrate when we see students in action meeting these standards.

Handling disagreements

We teach, practice, and remind students the importance of tone and word choice when communicating. When small

disagreements come up they have the choice to use rock, paper, scissors for resolution such as differing views on a ball landing in bounds in pickleball. For larger disagreements, we have students step aside, take turns talking, and try to come to an understanding and shake hands. If they can't resolve the issue together, they get an adult mediator.

Mindful Minute

After having too many students leave the gym arguing about who won a game or who played fair, we now often take a mindful minute as we line up to leave. Students have a chance to relax and breathe and are not to take any negative emotions with them to the next class. If students are not able to move on, we have them talk to a teacher or another student.

– Submitted by **Ryan McKinney**
Spoooner Area School District
WHPE Middle School VP

The Chase! – Doug Bradley

I feel like physical educators are always discussing or being asked "How do you incorporate technology into your classes?" I try my very best while also trying to instill some "grit" into my students to learn and do some things the "old fashioned way". With that, there are still some pieces of tech that are great incentives and ways to break the script, on certain days. My favorite come from "Coach Corey Martin" on youtube with his chasing videos he's created. There are SO MANY videos with current themes that the students will be so excited to see, they won't even care about how tired they are. Some themes include dinosaurs, Roblox, Minecraft, Star Wars and that's just to name a few. These are also a great tool



to use in large groups. At my previous school, I was in charge of Kindergarten recess. "Inside Recess" days were very tough until I discovered these videos. I just put my projector up onto the big wall, had the students find a "Safe Space" and played different videos for them to exercise along with. I was able to easily captivate 75 kindergarten students and keep them all moving and focused on the same task. So, go check out these awesome brain-break themed videos and find days and ways in which you and your students can benefit from them!

Negotiable Rules Through Discussion

As Physical Education continues to evolve with today's ever-changing student, inclusion plays a very important role. Think about what ways you can start to give students ownership in your lessons. Start your semester with teaching your students the definition of inclusion and what role it has in Physical Education. At the end of the day we want to inspire activity in students by creating a safe and enjoyable environment. I have recently stumbled upon a strategy that happens in all of my classes. For every activity or unit we do, I give them non-negotiable rules but also allow rules through discussion. These are flexible rules that the students need to discuss with their opponents or teammates before starting a new game. Both groups need to agree on the rule based on the given situation and skill level. This could be as simple as using an overhand serve rather than an underhand serve. It could also be using paddles during game play or just using their hands. These "negotiable" rules give students a voice in their learning, self-awareness of what they need to succeed, and make it inclusive for all individuals participating.

– Submitted by **Molly Dado**
Northwest District Coordinator, Hudson High School

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



Social-Emotional Fitness Lesson

Recently I started a Girls on the Run program at our elementary school and have really enjoyed the lessons that have been provided in the GOTR curriculum. This idea is an adaptation of one of our lessons that I used in my 30-minute PE classes. The lessons for Girls on the Run are for 75-90 minutes, so one could either shorten the conversation or have items prepared for the students (instead of them writing the cards).

The lesson is about emotions. Stress that emotions should not really be categorized as “good” or “bad” feelings, but instead “comfortable” or “uncomfortable”. Students could turn and talk with a partner about some feelings or emotions that they have on a regular basis, or it can be a whole-class share-out.

Next, give each student 3 index cards to write 3 different emotions on. The teacher could save time by having 10-20 cards pre-written to go along with those of your students. My younger students used my cards, and I assisted in reading the cards with those who needed help. Younger students could also name several emotions that the teacher writes on cards, so there is more ownership.

Designate one spot for the cards to go. In my gym, they work great on the stage. Each student picks a card, reads

the emotion and decides if it makes them comfortable or uncomfortable. If it's a comfortable emotion, they move counter-clockwise/race direction (which is normal or comfortable in my gym). If the feeling makes them uncomfortable, they go the opposite way (clockwise for my students.) For every lap, they choose a new card. They could also collect lap counting tokens (I use popsicle sticks). You can call out different ways to move every few minutes as well (run, walk, slide, gallop, skip, etc...).

Depending on the cards chosen each lap, students will be traveling in opposite directions. This often makes them uncomfortable. They might choose to slow down more than normal. That is a great conversation to have in closing the lesson: how did it make you feel to have others moving in the opposite direction? How did you react when it was comfortable? What changes did you make when things got uncomfortable? How does this relate to real life?

My students loved this activity and are eager to do it again. It could be used as a whole lesson or just a warm-up activity once they are familiar with it. Give it a try, and hopefully everyone will be more in touch with their feelings.

– *Karen Albert*

WHPE Member At Large, Oakfield School District

GET CONNECTED ... By Sadie Brown

Do you find it hard to support your learners with adapted PE services? **Get connected** with others in your building who could help you support them either through ideas or other supports that benefit the students' learning. Here are my favorite people in my buildings to **connect** with on a regular basis to help my students grow in PE:

- 1. Physical Therapist** – I like to connect with them about what big gross motor skills a student is working on. What balance and coordination things they have tried. Can we collaborate around a goal or break it apart to see different things?
- 2. Occupational Therapist** – what do their fine motor skills look like? These can impact their success in PE for some units. What can I do to support continued sensory regulation in PE or other fine motor skills? Sometimes when students are not regulated my OT is a great person to give me regulation strategies that she knows will work!
- 3. Speech Pathologist** – How does my student communicate best? What devices or assistive technology are they using to communicate with peers? What social skills are they working on and how can I support those in PE?
- 4. Special Education Teacher** – Often they know the student the best and see them more than the rest of us so it's great to get some information on them, how they are feeling each day, how to support their behaviors, emotions, etc.

The value of **getting connected** with your colleagues is so important! If you don't have good people to **connect** with, stay connected through our **WHPE APE facebook group!** Another great place to reach out for support!

WHPE members attend Speak Out Day!

WHPE wishes to thank Kate Shulfer, DC Everest High School, and UW-Stevens Point professor, Paul Haas and his students, Claire Tomczik, Kelsie Belfiori, Austin Rennhack and MaKayla Mertz for representing Wisconsin in February at National Speak Out Day. Thank you for taking the time to advocate for quality Physical and Health education for Wisconsin students.



PE TAKEOVER

This year the Sun Prairie School District partnered with The Ability Center in a PE Takeover to help students of ALL ABILITIES understand through an inclusive and interactive experience that regardless of ability—everyBODY is capABLE!



Want the Ability Center to do a PE Takeover at your School
Click Here for more information

Submitted by:
Shannon Maly - Sun Prairie School District

The Ability Center

Looking for an new, inclusive, exciting, active learning experience for your physical education classes or a great school assembly? Look no further than The Ability Center. Our school recently completed a 2 day PE takeover by The Ability Center. Our PTO sponsored this event and provided the opportunity for all of our students to participate in an inclusive lesson about abilities and play wheelchair basketball during a PE class or tie this into a HMM week for a closing event! First, the students heard Damien's story:



T.A.B.s—Temporarily Able-Bodied—are the one demographic we all belong to. I personally learned this life lesson, just three days shy of my thirteenth birthday, after being diagnosed with childhood bone cancer in my right leg. I went from being an able-bodied athlete to having a life-long ambulatory disability within 24 hours — this my friends is a prime example of being T.A.B. We are all borrowing a body today, that WILL NOT work the same tomorrow. Whether it's: disease, accident or the aging process, none of us can escape the need for different, adapted, or inclusive access in the future. It could be tomorrow, next week, next year, or decades from now — either way, it's inescapable.

But, my story didn't end there. After 9 months of chemotherapy, a limb-salvage, and seven months of remission, I was re-diagnosed during my freshman year of high school, this time in my left leg. From CHW to Sloan Kettering in NYC, no one predicted I would see my sixteenth birthday.

Today, after 23 knee replacements and revisions, I am a one-in-a-billion survivor of my diagnosis who understands first hand what it's like: to be left out, not to play, to be limited, to be granted access without an opportunity. I am blessed to be alive. I believe, without question, my purpose is to deliver the mission, vision, and goals of The Ability Center. The work of The Ability Center is simply my way to honor my survivorship and those who lost their battle — I hope you'll join me in the fight to provide everyBODY with a DAILY opportunity to be fit, active, healthy and to play — TOGETHER!

After hearing Damien's story, they discuss different abilities that everyone has, so students realize that everyone has different abilities, even if you are able bodied or disabled. He also goes on to remind them that a wheelchair is just a different pair of "shoes" that people can use to play sports or be active in life. Finally, students got a chance to all try out a wheelchair and get used to using it. They played some sharks and minnows, and finally they broke the class into four teams and played wheelchair basketball for the remainder of the class. There was a helper from The Ability Center that partners up with each team, so they can help support the students. Our kids had so much fun playing something new and learning about different abilities! They were glowing for the rest of the day and couldn't wait for the next time that they might get the opportunity to play a wheelchair sport!



– Submitted by Matt Pomeroy, Merton

What I learned from WHPE PD in Sun Prairie

In early March, WHPE held a mini-conference in Sun Prairie. All the sessions I attended were informative and wonderful. First, I would like to thank all the presenters for the outstanding activities and presentations. I wanted to highlight one activity from the presentation from Nathali Jones.

Eyeball Tag

- Shoulder to shoulder
 - Person with the shortest hair will be the counter
- Counter
 - Have everyone look at their shoes
 - State outloud: “1,2,3, UP!”
- On “UP” everyone must look at someone in their group
 - If you make eye contact - you and that person must exit your group dramatically and find a new group
 - If you DO NOT make eye contact - stay put and the counter will start again
- If you lose your counter, the person with the shortest hair will assume the responsibilities of counting

This is a great game that I used in my own classroom. But, I learned some new modifications from Nathali Jones and I think this is an amazing game to add to your classroom.

– Submitted by *Dustin Ambort*

Congratulations to the 2023 WHPE Grant Recipients!

“Teaching to a New Sound”, Devante Simmons, School District of Waukesha

“TJ Walker Mountain Bike”, Ben Herland, Sturgeon Bay School District

“Cardio Drumming for Parkview Elementary School”, Jamie Amundson, Parkview School District

“Outdoor Adventures”, Jeffrey Johnson, Riverdale School District

“Power of Pedometers”, Stacy Cappozzo, Fond du Lac School District

“Where am I?”, Jackie Tenpas, Waupun Area School District

“Making Physical Education O.P.T.I.M.A.L.”, Will Westphal, Neenah Joint School District

What I love about Game On! is that it is a Community Service-Learning project that keeps the funds raised by your families, in your community – vs. sending them off to a national charity and they are put in a giant fund and can be used anywhere in the world.

Here are some of the charities Game On! schools are supporting this year, in their communities.

Washington County Foster Closet – serving foster youth & families in WI
Oconto County K-9 Split
Happily Ever After Pet Sanctuary
American Cancer Society
PACE Scholarships
Waukesha Food Pantry
Project 16:69 – supporting homeless teens in Rock County
Waukesha Women’s Center
HAWs
Student scholarships
PTOs
Rides for Vets
Project Reach
Rising Queens – helping teens in Beloit area
Down Syndrome Society
Make A Wish Foundation
American Heart Association
V-Foundation – cancer research
A local student fighting blood cancer
Lincoln’s Foster Closet
L.I.F.E. - supports young adults fighting cancer












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WHPE Advocates at 102nd WASB Convention

"Unity. Community. Opportunity." was the 2023 theme for the Wisconsin Association of School Board's State Education Convention at which WHPE continues to have a yearly presence. Executive Director, Penny Kroening, WHPE Secretary, Jan Kunert and Past Presidents Doug Kane and Kris Fritz were joined by Shannon Maly and WHPE President Mary Wentland, all of whom conducted conversations with over 70 school board members and multiple administrators during time spent staffing the WHPE Booth in the Exhibits' Hall.

During the Friday breakout entitled, "Physical Education plus Healthy Eating equals Academic Success", attendees interacted with the Erin School student demonstrators in grade level mini activities lead by Kris Fritz, Tim Mueller, Shannon Maly and Ryan Laswell, Nourish Executive Director. Healthy eating was promoted with several age appropriate sequential MyPlate lessons infusing physical activity and through Ryan's classroom supplemental activity illustrating 'bees as pollinators'. In addition, he provided all with a sample of fresh honey.

WHPE is thankful for all those who extended themselves with involvement in this endeavor and who have helped to enhance our image among those who set policy within our state schools. All participants were afforded possibilities to become 'Good to Grow'.



"Teaching English Learners – Preproduction Stage" Culturally Responsive Health and Physical Education

Dan Timm

Last time, we began our discussion of teaching English Learners with some general concepts. Things to remember when teaching English Learners are to group students for differentiated instruction, build community and connect content to students' lives, maintain high expectations regardless of language proficiency, and instruction should be focused and explicit in academic English. In this newsletter, we are going to explore how to assist English Learners in the first stage of language acquisition, the Preproduction Stage or Silent Period.

When Learners are in the **Preproduction Stage**, they are beginning to understand English when they hear it. However, they are not ready to speak English. They may be hesitant to verbally participate in class for fear of speaking incorrectly, prompting classmates to say, "Huh? What did you say?" Learners have a small vocabulary of words they recognize and can connect to things in their immediate environment.

English Learners need information presented in the context in which they are using it. Thus, allowing English Learners to practice English in health and physical education is important. This builds oral skills and provides an opportunity to practice academic-focused language.

Learning Activity - If you are teaching English Learners now, what would be some key words for them to know about the activity or topic you are teaching? What are words they would use in the activity or topic? If you currently are not teaching English Learners, select an activity or topic and identify key words for English Learners to know for that content.

Assessment - Should occur in English Learners' native language and English. They might understand concepts in their native language but are unable to express their understanding of concepts in English.

Next time, we'll explore how to assist English Learners in the Early Production Stage of language acquisition.

Echevarria, J., Frey, N., Fisher, D. (2015). *What it takes for English learners to succeed*. *Educational Leadership* 72(6), 22-26.

Owens, K., Doyle, M., & Matz, J. (2018, September 18). *English language learners' voices*. *Faculty Focus*. <http://www.facultyfocus.com>





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News from Your Executive Director

WHPE is a dynamic, strong, and vibrant learning community; actively collaborating and engaging in the greater good of the profession as well as our members. Are you aware of the benefits of a WHPE membership and are you invested in the value?

Do you use the benefits to advance your learning, your networking, to ponder and fill gaps in your

knowledge, to develop advocacy efforts, to light your passion, and to grow your leadership skills? WHPE is here to help and support you in all of these endeavors.

WHPE leadership works year round to create opportunities that are responsive to our members' collective needs. We are a collaborative community working together for the advancement of our members. Those members include future professionals, active professionals and retired professionals. We work diligently for the wide range of Health and Physical educators from pre-k to the University level. We create opportunities throughout the year to engage our members in active learning, networking, advocating and supporting our members.

Those are great statements, but what does this really look like?

- Members of the WHPE Board exhibited and presented a session at the state-wide Administration and School Board member convention (WASB) to advocate at the State level for Health and Physical Education profession and our professional WHPE members.
- A group of future and young professionals WHPE members went to Washington DC for Speakout Day to advocate for health and physical education with our Wisconsin leaders On the Hill.
- The WHPE Board hosted three virtual winter wisdom roundtable meeting opportunities. Two of these zooms were localized to your wants and desires. One zoom led by Joey Feith created to aid in sharing a simple system to break down standards and outcomes to use as we write our lessons. Each zoom meeting was packed with meaningful, engaging, and timely presentations. The roundtables had breakout rooms with facilitated discussions within areas of APE, Health, University/college, Future Professional, Elementary, Middle, and High School Physical Education. One of our virtual roundtables provided opportunities for our future professionals to be a part of the discussions with Past-president of SHAPE America, Judy Lobianco, who led them through how to prepare for the interview process and mindset of working towards entering their professional careers.
- WHPE hosted a free for members mini conference at Sun Prairie. This 4 hour conference offered 12 different sessions for attendees allowing for smaller groups and deeper learning amongst the attendees. We are grateful to meet in a small group setting and bolster our knowledge and sharpen our tools to engage our students' learning.

- WHPE Awards, Grants, and convention committee members work together for the benefit of our members. Through committee work, the Board reviews all of the submissions within each of these areas using our published rubrics. The selections for all three areas will be released soon. Interested? Check out the awards tab on www.WHPE.us Watch for the upcoming announcement of the grants that have been funded for 2023.
- The Awards committee is currently reviewing the applications for award nominees for the various WHPE awards. Thank you to the nominator, the applicant, and reviewers.
- The SHAPE national conference in Seattle has just ended. Our WHPE organization was well represented as presenters, award winners, and attendees. Participation in a national convention provides a very unique experience to mingle with professionals and future professionals from a broader spectrum of perspectives as well as presenters. It is a great way to move your knowledge forward in a very short time. Thank you to all WHPE members who are pushing the needle and lighting fires of others on a national level!
- Printed quarterly newsletters and monthly electronic Smores keep you informed of events, information, and connections that are valuable to Wisconsin's health and physical education. Both of these platforms are open to our membership to add content. Please consider submitting an article.
- WHPE Board regularly uses social media to provide a constant pulse on our daily working lives. Please follow, comment, engage, and share with us on Facebook, Twitter, and Instagram. Each week a new Board member takes over as the head author. The shared authorship allows for a variety of perspectives and representation of all areas and locations in our State.
- SAVE THE DATE and make budgetary plans now to attend our fall Convention at the Kalhari October 25-27, 2023.
- Please remember if you have any comments, questions, or concerns feel free to contact me or one of our WHPE Board Members. All of our contact information is posted on our website for you to easily locate. WHPE is a strong and vibrant learning community. Actively collaborating and engaging in the greater good of the association and our members. My thoughts return back to the idea of membership. Are you aware of the benefits of a WHPE membership and are you invested in the value? Do you use the benefits to advance your learning, your networking, to answer questions, to develop grassroots advocacy efforts, and to grow your leadership skills? The monetary cost of a membership is less than my SAM's club card that only provides one with the opportunity to shop in bulk from their store. A WHPE membership provides an endless value, benefits, and opportunities that seek to grow teaching practice

Penny Kroening, WHPE Executive Director