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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 53, ISSUE 1

WINTER 2024



Greetings WHPE Members,

As we approach the winter season, it's the perfect time to reflect on the knowledge we've gained throughout the year and celebrate the accomplishments in our classrooms. Your commitment to fostering healthy habits and physical

well-being has undoubtedly left a lasting impact on the lives of your students. As the temperatures drop, let's keep the flame of enthusiasm burning bright, ensuring that our students stay active, healthy and engaged even in the chilliest weather.

In the spirit of the season, here's a light-hearted moment to share: Remember, teaching in winter is a bit like herding snowflakes; every class is unique! Embrace the unpredictability, revel in the joy of seeing students bundled up for an activity, and take pride in the resilience you instill in them to face challenges head-on especially during the long days of winter.

In the words of the great Nelson Mandela, "Education is the most powerful weapon which you can use to change the world." Your dedication to shaping healthier, happier lives through education is truly commendable. As we navigate the winter months together, let's continue to inspire our students, fostering a love for fitness and health that will endure long after the snow has melted away. Wishing you all a season filled with warmth, laughter, the satisfaction of a job well done, and the knowledge that another year has gone by.

Stay active, stay healthy, and let the winter wonder in your classrooms begin!

Keep Growing,

Mary Wentland, WHPE President



NBCTs for the 2023 year

I'm Sandee Ortiz, the WHPE National Board for Professional Teaching Standards Advisor. I would like to congratulate those who have successfully completed their boards. I thank you for your commitment, perseverance and dedication to accelerating the learning of all your students. I am thrilled to announce our new NBCTs for the 2023 year: Nathali Jones, Physical Education EAYA, Shawn Burns, Physical Education and Rebecca Abler, Health.. I would like to additionally congratulate Patty Zemke for successfully completing her maintenance of certification in health!



Nathali



Rebecca



Patty



Shawn

Today isn't the end of your journey. Your national board certification is a tool to leverage systematic change. I encourage you to continue to inspire the joy of learning for your students while expanding your impact beyond the classroom and into your communities. As NBCT's you make up a vital part of the teaching profession. As you reflect on your journey, take time over the holidays to appreciate the impact your accomplished teaching practices have on your students this year. January will be a time to celebrate your accomplishment with those around you. The celebration will continue as we recognize the entire NBCT community during our #TeamNBCT week celebration starting on January 23rd.

Congratulations again, you have earned it!

Warm wishes, Sandee Ortiz- NBCT

WHPE is working to provide continuous professional development opportunities for our membership. Two Zoom meeting opportunities will be provided with multiple breakout rooms for you to join. Please plan on being actively involved with the topics and engage in growing a common understanding of topics in the H/PE community.

Keep an eye on the WHPE Facebook page and your email for details. Zoom links will be emailed to members on the Tuesday before the meeting.

Winter Wisdom
February 7th, 7 pm.
March 6th, 7 pm.

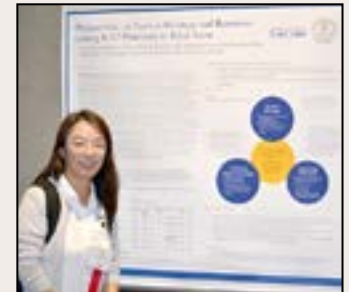
Save the date!
 Topics of the Breakout rooms will be announced before the upcoming Zoom. Links will be emailed to members on the Tuesday Before the Zoom.



Ryan McKinney
Spooner Middle School
Spooner, WI

Congratulations to Ryan McKinney who has been named SHAPE America MidWest District Middle School Physical Education Teacher of the Year. Please reach out to Ryan and congratulate him and wish him well as he moves forward in the National Teacher of the Year process.

2023 WHPE Convention ...



2023 Convention Survey Winner

Congratulations to Allison Kondzela of Antigo for being the 2023 WHPE Convention survey winner. Thanks to all of you who completed the survey. Your feedback is so important to the WHPE Board of Directors, as we plan for next year's convention.

WHPE Recognizes Members during Annual October Convention

In keeping with President Wentland's 'Good to Grow' theme, numerous individuals were afforded recognition for having exhibited growth within the HPE profession. The following were honored as part of the Awards' Social:

ADVOCACY AWARD:



Jacob Breunig

PAST PRESIDENT:



Dr. Dan Timm



WASB Team, Advocacy

Kris Fritz, Shannon Maly, Jan Kunert, Tim Mueller

RETIREMENT:



Sharon Stoll



Karen Petermann

Not pictured: Larry Noll, Steph Rowe

WHPE Membership Longevity

20 Year ~ Lori Balistrieri, Elizabeth Baughman, Nick Baumgart, Karen Harrison, Jessica Howe, Joann Kozlovsky, Shannon Maly, Chris Mann, Katie Mulloy, Christine Sluke, Ben Spector, Ryan Tomczyk, Chris Treleven, Jason Wierzba, Mike Wilhelm, Steven Wolf

30 Year ~ Gail Cameron, Mary Linehan, Mark Little, Mike Perino, Stephanie Resch **50 Year** ~ Jon Hisgen, Barb Sheffield

FUTURE PROFESSIONAL:



Lauren Kidd

MAJOR OF THE YEAR:



Abby King

PHYSICAL EDUCATION TEACHERS OF THE YEAR:



Elementary
Dave Rautmann



Middle School
Ryan McKinney



APE
Steve Eggerichs

OUTSTANDING SERVICE AWARD:



Katie Mulloy



Kim Selby



New this year, was the inclusion of recognition for those individuals who are WHPE and have attained NBCT:

Patricia Abraham, Jo Bailey, Trina Burr, Brenda Erdman, Andrew Faulkner, Roi Gluch, Cheryl Gorski, Ashley Ingish, Courtney Luksavitz, Sandee Ortiz, David Rautmann, Janel Seaholm, Tera Simpson, Maureen Vorwald, and Patricia Zemke

WHPE members who have gone above and beyond by involvement at Midwest and or SHAPE were also acknowledged:

WI University Student Majors of the Year:

Claire Tomczik, Stevens Point; Paeyton Schmitz, La Crosse; Taylor Cressinger, River Falls; Ellie Moseid, Oshkosh; Lynsey Anderson, Eau Claire; Lily Stockheimer, Carthage.

- ♦ Jo Bailey – SHAPE BOG Service
- ♦ Kris Fritz – Midwest Presidential Citation
- ♦ Taylor Olson – Midwest Presidential Citation
- ♦ Kim Selby – Midwest Elem PE TOY
- ♦ Tim Swenson – UW Platteville/ SHAPE National APE Program of the Year
- ♦ Brett Fuller – North American Society Fellow inductee
- ♦ Sandee Ortiz – Midwest President

In addition, WHPE Executive Director, Penny Kroening recognized longtime Gopher Rep. John Dooley and Fundraising partner, Mary Lee Flannigan with Association Special Recognition Awards for their dedicated partner contributions made to individual members and the Association as a whole.



John Dooley



Mary Lee Flannigan



Congratulations to Jon Hisgen - A 50 Year WHPE member

Here is what I am doing now in retirement:

1-Playing lots of golf; 2-Biking; 3-Traveling to Scandinavia before the convention; 4-Celebrating my 50th year of wedded bliss (?) with my bride Jane; 5-Building an Asian garden in our home.

What I am most proud of in my presidency:

1-Moving the then WAHPERD office from Madison to La Crosse; 2-Having a theme that still fits our association: Valid, Viable, & Valued; 3-Being one of the first public school educators to serve as President.



Puberty, Sex Education & Substance Abuse Prevention Programs

Since 1974, our educators have been teaching science-based, medically accurate health education programs. Our blended learning, SEL-infused programs use storytelling and age-appropriate scenarios to engage your students.

Puberty & Sex Education Program Continuum:

1. Puberty I: Understanding Changes
Grades 4-5

Overview: Compares female and male reproductive anatomy and introduces the physiological changes that occur during adolescence.

2. Puberty II: Navigating Changes
Grades 5-6

Overview: Provides additional information on both the male and female anatomy and introduces difficult topics such as sexual harassment & sexting.

3. Human Reproduction & Embryology
Grades 5-6

Overview: Introduces the development of the reproductive organs and continues through fertilization, implantation, gestation & delivery.

4. Teen Sexual Health I
Grades 7-8

Overview: Science-based program topics include forms of sexual contact, teen pregnancy and contraception and the signs and consequences of sexually transmitted infections (STIs).

5. Teen Sexual Health II
Grades 7-8

Overview: Explores the impact of sexting, setting boundaries in relationships, warning signs of an unhealthy relationship, the impact of alcohol or other drugs on sexual decision making & more.

Delivery Options:



Live Virtual Synchronous Programs



Online Interactive Asynchronous Programs

ACCOLADES . . . Well & Done!

Congratulations to Kris Fritz on receiving the UW-La Crosse Burt and Norma Altman Teacher Education Award, which honors and recognizes outstanding educators and the significant contributions they make to children and communities. As an under-graduate in the late '60s and early 1970, Kris Fritz stood out as a no-nonsense, capable and driven student studying physical education, recalls Professor Emeritus A.B. Culver. Fritz got the most out of her college academic, athletic and extra-curricular activities.



"These same talents carried over throughout her career covering all levels of teaching, athletics, community contributions and leadership in professional organizations," says Culver. Despite retiring from teaching in 2004, Fritz has remained active as a part-time physical education specialist at the Sheboygan Learning Center, as well as a never-ending health and fitness promoter.

Mr. Mark Mullen, teacher and coach at Craig High School and WHPE Paid for Life member, was announced this past spring as a "Crystal Apple" award winner from Channel 15 TV in Madison. Since 1996, they have been handing out this award which recognizes teachers who make a difference in students' lives. This year, five winners and 10 honorable mentions were chosen from more than 700 nominations submitted from throughout south-central Wisconsin! It was terrific seeing the Janesville school community honoring Mr. Mullen.

The Kohl Education Foundation "Teacher Fellowship" was awarded to Lincoln Elementary School's amazing PE teacher Brenda Wenzel. She is one of 100 teachers selected from across the state. Ms. Wenzel was nominated and selected for her leadership and service in and outside the classroom, her ability to inspire a love of learning, and her ability to motivate her students. Brenda has been a longtime member of WHPE.

Invest in Education. Support a Legacy
"Dr. Scott" Ringgenberg Memorial Scholarship Fund

About Dr. Scott Ringgenberg:
 Dr. Scott Ringgenberg served the Health and Human Performance (HHIP) Department for 22 years. He was the original coordinator and facilitator of the high ropes course located inside Williams Fieldhouse. His love for the outdoors and adventure education was evident in the large number of students involved on the ropes course each semester. In addition to leading the adventure education program within the HHIP department, "Dr. Scott" also led the HHIP department as chair from 2014-2022. Under his guidance, the HHIP department saw the expansion of the Exercise Science major, as well as the addition of minors in Sports Administration, Health Promotion, and Coaching.

About the scholarship:
 The Dr. Scott Ringgenberg Scholarship was established in 2022 to honor Dr. Ringgenberg's contributions to the HHIP Department, as well as, the UW-Platteville community. This scholarship is available to all HHIP majors with a 2.75 GPA or higher who demonstrate exceptional work and possess an adventurous spirit.

To Give and Support the Dr. Scott Memorial Scholarship by following the QR Code below:

UNIVERSITY OF WISCONSIN PLATTEVILLE
 Department of Health and Human Performance

MSED: Adventure-Based Experiential Education

- ❖ This 32-credit program from UW-Lacrosse is designed for teachers and other education professionals seeking to meet desired professional advancement goals.
- ❖ **Overall Goal:** Develop independent thoughtful educators who understand the role of group process by experiencing the process and importance of creating a caring and experiential learning environment for their students to be able to thrive.
- ❖ **Schedule:**
 - One weekend a month during the school year. The location will be the MacKenzie Environmental Education Center near Poynette, WI, which is just north of Madison. The group will stay overnight the Saturday evenings of weekend meeting times at the Center at no cost.
 - With a planned January 2024 start, those enrolled in the program will graduate in May 2025.
 - **Learn more here!**

PE Teaching Ideas

Making Students your BEST Teachers

30 students and 30 minutes. How do you provide quality feedback to every student in every class? Answer: Teach students HOW to provide constructive feedback.

To make this possible, you'll need to foster an environment where a growth mindset is the focus and mistakes are encouraged! Provide specific learning cues that students are looking for and providing feedback on. For example, is your partner in a ready position? If not, cue them BEFORE you toss the ball.

It is valuable to rotate partners frequently so that students give and receive feedback to a variety of their peers. I have used apps such as Team Shake or Clever groups to make this process easy for me, especially at the start of the school year. Once we are in the routine, students build the social-emotional skills to rotate partners on their own.

Reminder to you and your students as you give feedback that encouragement is good and constructive feedback is GREAT!

*Written by: Courtney Lukasovitz, NBCT
 Indian Community School*

Dot spot stickers . . .

are a great way to organize elementary PE students!

I had a fellow teacher use her Cricut to cut 30 vinyl circles (about 6 inches in diameter) that were then waxed to my gym floor over the summer. The circles are in 4 colors: red, blue, yellow, and green and are placed randomly across the floor. In PE, my students and I call them our "dots". Students choose a dot to sit on at the beginning of each class, after our instant activity warm-up and following their drink break. I do not assign spots, except for a few students who really need them. I have used dot colors to organize students when selecting equipment, completing individualized skill practice (great for quick assessments), making groups for stations/small group skill practice, and lining up the class to exit the gym. Additionally, it has been a helpful way to help re-organize students for reviewing content and at the end of lessons.

*-Stephanie Fencil
 Coon Valley Elementary
 Physical Education Teacher*



PE Teaching Ideas

The ABC's for Team Formation

Tired of using the same methods for making groups or teams in your Health of Physical Education class? I came across this A-Z guide this summer and have referenced it often this school year to keep my students on their toes and working with a variety of classmates throughout the school year!

Kim Selby
Elementary Division VP
Wilson Elementary School

Apps	Use Team Shakes or Shy's Hand
Barnyard	Students are given a list of animals to imitate. Students imitating the same animal become groups.
Blind Draft	Captains pick teams but do not know which team they will captain.
Carson	Students form groups by using sight for an if they were in a car.
Categories	Use categories of questions to create groups such as height, hair, month, eye color, etc. Repeat until you are happy with the groups.
Corner Up	Students stand in two lines which create an "L" shape. Feel the lines to assign partners.
Criteria	Give students specific criteria for choosing their own groups.
Deception	Students are in two lines facing each other. Instead of partnering with the person next to them, assign them the 1st person to their right or left, etc.
Goes Together	Students stand a yard from a tree and then find a partner who has a word that goes with it. For example, students with "purple" should find students with "ink."
Half and Half	Each student picks a partner and then the teacher combines pairs to form larger groups.
Matching	Use objects to create groups. For example, students are grouped by the suit on their pocket card.
Mingle Mingle	When the teacher says "mingle mingle," students, circulate in a small space. The teacher then calls out a grouping such as "two to be with 2 other people." Repeat until you are happy with the groups.
Popsicle Sticks	Write student names on popsicle sticks. Randomly pick sticks to form groups.
Scenarios	Students form a group. They are then a scenario such as "You are going on a field trip and you need to pick 3 people who have the most money and 2 people who have the most energy." Students who have the most money and 2 people who have the most energy form a group.
Splitting Groups	Ask students to get into groups. Then have 1 student from each group raise their hand and combine them with their friends nearest. Repeat with the remaining students in each group.
Stand or Sit	Students pick a partner. Then they choose one person to stand and one person to sit. All others are a team, all others are a team.
Team Switching	You can create change periods formed groups by switching students from each group that have something in common. For example, "Who has a birthday in March?" Students who have that birthday meet.

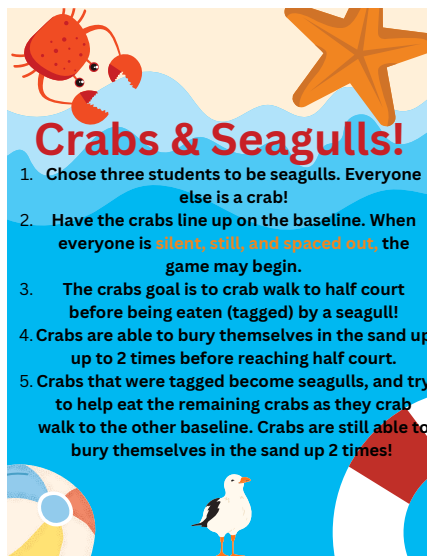
Crabs & Seagulls!

Happy December WHPE members! Are you already finding yourself tired of the cold, wishing you were soaking up the sunshine down South? Have no fear, with this game you'll be having fun in the sun in no time! Crabs & Seagulls is an engaging and exciting game that can be used in your Elementary or APE Physical Education classrooms! My classmates, and I taught this at an elementary school during one of our practicum classes, and a friend and I taught it to our Special Olympics team this fall. Both groups loved the game!

Some modifications that can be made:

- Students can choose to side shuffle while moving their hands like crab claws instead of crab walking on the ground.
- The distance can be lengthened or shortened depending on the ability of your students.
- The number of times a crab can go into the sand can be raised.
- Encourage your seagulls to make bird noises and to flap their wings while flying around to tag!

- Kaycia Zimmerman, WHPE Future Professional VP



1. Chose three students to be seagulls. Everyone else is a crab!
2. Have the crabs line up on the baseline. When everyone is silent, still, and spaced out, the game may begin.
3. The crabs goal is to crab walk to half court before being eaten (tagged) by a seagull!
4. Crabs are able to bury themselves in the sand up to 2 times before reaching half court.
5. Crabs that were tagged become seagulls, and try to help eat the remaining crabs as they crab walk to the other baseline. Crabs are still able to bury themselves in the sand up 2 times!

Elementary Assessment Rubrics

Tammie Fick



Are you looking for some easy to use assessment rubrics that are standards based for grade 3,4 and 5? Check out my Teacher Pay Teacher Store, [Mrs. Fick Physical Education](#).

I have a bundle of 11 different unit assessment rubrics that include all 5 Shape National Standards for each grade. There is a color and a black/white version for each unit so a total of 22 rubrics. Units include: frisbee games, underhand volley, striking with a racket, invasion/throwing games, dribbling/ball control with feet, hand dribble, catching, kicking, jumping rope, striking with a bat, and striking with a hockey stick. Adjust the Bitmoji to look like you!

Books You Can Use in Your Teaching

Snowmen at Night by Caralyn Buehner Taught to Kindergarten - 2nd

- **Read the book "Snowmen at Night" by Caralyn Buehner**
 - **Set up stations for students to participate in.**
I allow students to bounce between stations and be at the stations they want to get better at. With the understanding if you have been at a station a long time and someone else wants to try, they have the opportunity and you need to try something different.
 - **Snowman Races**
Students will do snowman races against a few friends. Have one person say go and then everyone competes at the same time.
 - **Different races that you can have;**
Run, Walk, Jump, Hop, Gallop, Slide, Leap, Skip
 - **Ice Cold Cocoa**
Use the iPads to play a game about food
 - **Whoaa.....Sledding**
Use the scooters to sled "down the hill" on your belly or bottom. At the cone, pick up your scooter and walk back to the top of the hill (cone) and then sled back down
 - **Skating**
Place a paper plate under each of your feet and pretend to skate around the gym.
Can you move in a zig-zag or curved pathway?
 - **Snowball Catch**
Throw and catch the "snowballs." Try to see how many times you can toss it back and forth without dropping it.
 - **Build a Snowman**
Work with a partner to see how quickly you can put together your snowman pieces or have one partner see how many snow angels they can make before the other partner gets the snowman together.
Snowman pieces are cut out and laminated ahead of time.
- Stefanie Steinagel
Arboretum Physical Education, Waunakee

PE Teaching Ideas

Positive Start to the Semester

For many of us January marks the start of a new semester and that means new students. Helping students understand that each classmate brings different viewpoints, strengths and experiences to the class can help lay the foundation for a positive start. Here are a few ways to achieve this.

Folding Paper

Each person will need a piece of paper. Ask participants to close their eyes and follow the directions you give:

- 1) Fold your sheet of paper in half
- 2) Tear off the upper right corner
- 3) Fold your paper in half again
- 4) Tear off the lower right corner
- 5) Fold your paper in half
- 6) Tear off the upper left corner
- 7) Fold in half a final time
- 8) Tear off the lower left corner
- 9) Unfold your paper and hold it up
- 10) Open your eyes, look at your product and compare it with the other team members

Reflection questions:

What do you notice about each other's papers? Why do you think they are different? How can we use this in class to help us? What does this tell you about communication and how messages are interpreted?



Blind Beanbag Golf

Kate Cox (@katecoxPE) created a website of purposeful adventure[®] activities as part of her Masters program. In Blindfold beanbag golf, participants communicate to guide their blindfolded partner to throw their beanbag towards a golf target. Students will experience using different communication strategies to help their partner be successful before swapping roles. There are many other activities on Kate's website which you can find by clicking on the QR code.



Toxic Waste Transfer Levels

Matthew Bassett (@physedapps) added a twist to the Toxic Waste transfer activity by building in different challenge levels. For this activity you will need stacking cups, elastic bands (or hair ties) and carabiners/ clips with cord attached to each one (See picture; Photo credit: Matthew Bassett). Matthew has kindly shared each level in this Google slides doc - the QR code will enable you to make your own copy.



– Submitted by Jo Bailey
WHPE Past Past President, DC Everest Schools

Fitness Friday at Erin School

Fitness Friday at Erin School, designed to promote fitness and healthy living, has been a tradition for Tim Mueller and his students since 2007. The event involves all 400 plus students in grades 4K – 8. Students are assigned to groups of four whereby the older ones mentor and participate with younger buddies. This year there were 34 different fitness/wellness stations overseen by about 100 volunteers, including high school student leaders, parents, members of the community, and even grandparents. In addition, the event included donations or activity stations led by 13 different local businesses.

Although this type of event is not totally unique to members of our HPE profession who do similar things at their schools, one grandparent volunteer, WAHPERD (WHPE) Past President, Sharon O'Leary made this a special day.

Congrats to Tim for his continued advocacy in action efforts and to Sharon for her willingness to support Tim and his event.

– Submitted by Kris Fritz



Rethink Cup Stacking...

Cup Stacking has been such a positive addition to our PE program in the last couple years. Prior to this, I was skeptical of the benefits of this activity and was nervous to introduce it because I didn't really know how to cup stack myself. Then came COVID-19 and I was in need of some activities to teach to 4th graders in a non-gym space due to social distancing requirements. I came across cup stacking and I was amazed at how engaged the students were with this new activity. Since this time, we have introduced it to all of our K-4 PE classes in some way or another. Below are things we have learned, resources and favorite activities:

1. Videos from Speed Stacks Inc. are an amazing resource to explain and teach the activity to your students! [Episode 1 - Learn to Stack](#). There are a total of 8 episodes to check out on youtube!
2. We often discuss "Why Cup Stacking?" because in the beginning students often have questions because it's a non-traditional PE activity. Benefits include increased eye hand coordination, concentration, using both sides of the brain, bilateral coordination, among others.
3. There are a ton of great activity resources on the Speed Stacks website <https://www.speedstacks.com/teach/games/>. We use a variety of these with our 2nd, 3rd and 4th grade classes.
4. PE with Coach Smith (@kellidsmith) has a variety of excellent videos on YouTube which could be used with elementary students, but we have specifically used them to introduce cup stacking to our K-1 students. Some of my favorites include: [SPEEDSTACKS! Cup and Cardio! Fun Stacking Challenges!](#) [PE Brain Break Hand-Eye Coordination Activity!](#) [Letters, Shapes, Numbers OH MY! SPEEDSTACKS CUP-STACKS PE activity or BRAIN BREAK!](#) [SHAPES & STACKS, Speedstacks Activity!](#) [Fun Stacking Challenges- PE Brain Break Hand-Eye Coordination!](#)
5. Cups are fun to use when working on skills like throwing or rolling towards a target. Students love to be creative and build a structure and then either throw or roll to knock it over.
6. We have created spinners on wheelofnames.com where we

include different stacking combinations the students complete. This works great if students have their own device or if a teacher or student spins the wheel for the entire class. Here is a link to one of the spinners we created: [Cup Stacking \(3 & 6 Stacks\)](#). Click the link and you can make a copy if you want to use it.

7. Stack & Run is one positive whole class activity that I have used. Students run a lap around the gym and then grab 1 cup and add to our giant class pyramid and repeat.. Easy to incorporate locomotor skills practice along with taking turns and the students are very motivated to build a giant pyramid with the cups.

In the end, I highly recommend adding cup stacking to your elementary PE program if you do not already do it.

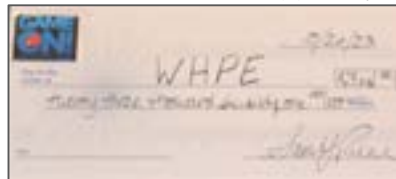
Submitted by Jake Merrill
Elementary PE and APE Teacher
West Salem School District



Have you ever wanted to purchase equipment for your PE department but did not have enough money in your budget to do so? Have you ever wanted to provide a philanthropic donation to an organization that is near and dear to the hearts of you and your students?

If you answered YES to either of those questions, then you will want to find out more about our GAME ON! program.

Game ON! was developed to fit the needs of school physical education departments. It allows PE departments to raise funds not only for equipment and supplies, but also to continue to fund the causes and charities that matter the most to their school. WHPE also receives 10% of all donations collected to offer support to Wisconsin PE teachers. GAME ON! includes individual rewards to motivate students, and options to purchase PE equipment for your school.



Ways to learn more: We are booking spring programs now! Reach out to [Matt and Jack Trahms](#) to set up a virtual presentation. The program is so easy it only takes about 15 minutes to walk you through the details. Email them at trahms@pop4kids.org or (608) 617-5565. GameOn has been a proud supporter of WHPE over the years!

PE Teaching Ideas

Creating an Adapted Sports League Program

Authors: Chris Stratton, University of Wisconsin Oshkosh & Korey Kleinhans, Hortonville School District

Adapted Sports League

Recently, Wisconsin has seen an expansion of teams participating in what is known as the Adapted Sports League (ASL). This past year, four new teams were created in the Fox Valley region at Appleton West, Appleton North, Appleton East, and Hortonville High School. These four teams, along with Oshkosh North and Oshkosh West, have competed in the Fox Valley Adapted Sports League Conference, which consists of three sports: indoor soccer (fall), floor hockey (winter), and wiffleball (spring). Other districts that sponsor teams across the state include Sun Prairie, La Crosse, Holmen, Onalaska, and West Salem. Each season lasts six to eight weeks and occurs during the fall, winter, and spring athletic seasons throughout the academic year. The purpose of this article is to encourage all school districts to consider creating the infrastructure needed to create a team and support athletes with disabilities from elementary through high school.

Where to Start

Talk to parents and athletes with individualized education plans (IEP) and 504 plans. Explain the benefits of high school sports and what the ASL offers compared to external organizations. ASL has great potential and can grow quickly by coordinating efforts between adapted physical education teachers, special education teachers, the special education director, and the activities director. Reaching out to current head coaches of ASL teams is also helpful. Current coaches can help mentor future coaches on the process they used to begin programming in their school districts. Conversations around eligibility, funding, organization, and creating a coaching staff are essential before starting a team. Inviting your activities director to another school district to watch a game and to have conversations with another activities director is helpful.

Equipment

As with any new sport, there is an upfront price for new equipment. However, there are funds available through special education programs, and many school districts have local grant organizations that support their schools. Aside from these funds, current programs have also started using their existing physical education equipment. Although there are better situations than this, it should allow a school district to create a team. Once communities hear more about what is happening, many local organizations and families will ask how they can support the program. Being upfront about accepting donations plays a key role and gets local businesses involved with the team. Once your program is up and running, you can also work within your school to help make specific equipment modifications depending on athlete needs or work with outside organizations within the community to support other resources.

Creating a Schedule

Creating an initial schedule depends on the number of teams your area expects. Below is a table of how the Fox Valley schedules are organized for the 2023-2024 seasons. Typically, teams practice once a week and have a game another day of the week. If you have a limited number of teams in your area, you may play multiple games against the same team.

PRACTICES (15 total)	GAMES (15 total)
(Sept-Oct) Soccer - Five (Jan-Feb) Floor Hockey - Five (Apr-May) Wiffleball - Five	Five (three home and two away) Five (two home and three away) Five (three home and two away)
3:15 - 4:15 p.m. OR 3:45 - 5:00 p.m. 60 - 90 Minutes is ideal	4:00 p.m. Kickoff/face-off 5:00-5:15 p.m. Completion Reserve Gym until 5:30 p.m.

When constructing a schedule, you also need to consider officials. In the Fox Valley, current University of Wisconsin Oshkosh students officiate the games. At times, assistant coaches or others may have to be trained. Having a conversation about officials with your activities director before the season begins will be vital in finding an official.

Additional Opportunities

Opportunities for students with disabilities to participate in meaningful physical activities outside of school hours are few. An excellent way for students to become involved and interested in sports from a young age is to start a motor development program. This will serve as a feeder program for your ASL program so that in three to five years, you are not recruiting anymore, as both of your programs correlate with each other. The motor development program works best if you are located near a university or a local organization with volunteers willing to work with students with disabilities at the elementary and middle school levels. This opportunity not only allows them to become interested in sports, but they get to move on to high school with peers whom they have already worked with for years prior. Currently, at the University of Wisconsin Oshkosh, the Adapted Motor Development Program is offered to Fox Valley area Kindergarten-eighth grade students from 5:30-7:00 p.m. on Thursday evenings. During programming, future physical education and adapted physical education teachers set up lessons directly correlating with what students will do in ASL when they reach high school. If your district is far from a university where you can form a partnership, starting a peer tutoring program during a given period during the school day with peer helpers is also a great way to get others involved.

What the Future Holds

With the expected expansion of teams across the state, several key coaches and university professionals are looking into creating additional opportunities, such as hosting state tournaments for all three sports, summer all-star games, and professional development for current and future coaches and officials training. Now is the time to get a team started in your area so that we can further advocate to become recognized as an emerging sport. The state of Minnesota has had programming for athletes with disabilities since 1992. By following a similar model, we can further the support of sports for individuals with disabilities across our state.

Frisbee Bocce

- Frisbees, Ball, Cone
- Teacher throws the ball out into area, each student has a Frisbee
- Students try to throw their Frisbee as close to the ball from throwing behind the cone
- Students get a point for being the closest and a point if they touch the ball
- Have the ball at various distances
- Variation-Have them partner up and play as a team

- Submitted by **Dustin Ambort, WHPE SW District Coordinator**
Lincoln Elementary Physical Education
Alma Center-Humbird-Merrillan School District

Teachers' Corner

Go For It!

Getting wrapped up in lesson plans, curriculum, emails, assessment and everyday duties can make it hard to lean into and enjoy the reason we all became teachers—connecting with kids.

I had long seen the videos on X (Twitter) of elementary teachers greeting their students at the door with a 'hello' of their choice and wanted to adapt it for high school students. I came across this poster on Amazon and thought now is a great time to give it a whirl. (There are currently more options than a few months ago when I found this one.)

This one seems to suit my classroom well. There are a few students who stick with the regular hello and most go for the fist bump. Some try out a more formal handshake on me and a few have escalated the shake to the 'dab up'. One of my homeroom students created a several step handshake that is just for us and the rest waited patiently, encouraging me for weeks because that's how long it took me to learn it!

I was nervous to introduce something I thought high school students would think was elementary or too invasive but when I have a student chase me down from halfway across the gym because they missed their greeting the previous day, I know it was worth it. What have you wanted to try and how has it worked out for you? WHPE would love to hear from you!

– Submitted by **Alisha Blanchette, WHPE NE District Coordinator**

Personal Growth Monday's

By **Katie Shulfer - DC Everest Senior High School - High School VP**

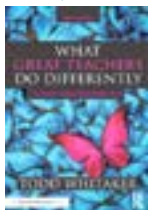
We are at or just past the halfway mark of the school year. As a professional, we have goals we want to attain throughout the year to grow and get better at our craft. Have you accomplished some of the things you wanted to so far or are you missing the mark? I am going to share with you something which can help push you towards your goals if you are stuck or help you to continue moving forward and it is very simple.

How do you set up your school week? Do you set little individual goals or do you just go about your days waiting to see what happens. Personal growth Monday's can help by seeing what you can grow in during that week. It doesn't have to be professional, it can be personal as well.

Sometimes throughout the school year, things can become stagnant or you feel stuck. I know for me personally, I always want to be growing whether it is in my teaching, coaching or my everyday life. By choosing or writing down one thing to work on during a week and creating it on Monday, it will give you a sense of accomplishment and excitement as you get to the end of the week. Something small but can make a huge impact on your everyday life.



Great Reads!!



This is an incredible book to read for both beginning and experienced teachers! Todd Whitaker offers amazing insight into becoming a more effective teacher. The examples and key points can easily be adapted to fit physical education, and this book is an outstanding tool to help move any teacher from being good to great!

Tim Mueller
Erin School Physical Education



Keeping Work and Life in Balance

Balancing work and personal life while managing stress levels is crucial for overall well-being and productivity. The demands of work can often spill over into personal time, leading to increased stress and decreased quality of life. To achieve balance, it's important to prioritize self-care, set boundaries, and practice time management.

Self-care is essential for managing stress. This can include regular exercise, healthy eating, and sufficient sleep. Taking time for hobbies, relaxation, and mindfulness activities can also help reduce stress levels and promote a sense of well-being.

Setting boundaries is key to maintaining work-life balance. This means clearly delineating work hours and personal time, and avoiding the temptation to constantly check emails or take work home. Communicating your boundaries to colleagues and supervisors is important for ensuring they are respected. This means, set those out of office automatic responses on your emails! You are allowed to do this and respect your boundaries.

Effective time management is another important aspect of balancing work and personal life. Setting realistic goals, prioritizing tasks, and delegating when possible can help prevent work from encroaching on personal time. It's also important to schedule regular breaks and time for leisure activities to recharge and relax. Set time aside for yourself to do what you want to do. Go for that run, enjoy that book, watch that movie- setting that time aside for yourself will go such a long way for your mental health.

Striking a balance between work and personal life requires regular evaluation and adjustment. This may involve periodic reassessment of priorities, communication with supervisors and family members, and being willing to make changes to ensure a healthy balance. For me, checking in with my close friends and colleagues help me stay grounded. Often, checking in with those priorities can help us recognize what is most important to us and setting up time to reflect those priorities.

In conclusion, prioritizing self-care, setting boundaries, practicing effective time management, and being willing to make adjustments are all essential for achieving a healthy balance between work and personal life while managing stress levels. By implementing these strategies, individuals can improve their overall well-being and maintain a higher level of productivity in both their professional and personal lives. Be kind to yourself!

Nikki Hollett

UW-Whitewater, WHPE University Division SP

Homemade Granola Recipe

At this festive time of year when there are many holiday gatherings and social events, make sure to take time to make healthy food choices to keep you feeling and looking your best. I have a great granola recipe that my grown-up kids enjoy and even put on their Christmas wish list. It is sweetened with dates and bananas along with dried fruit. It can be enjoyed by itself or as a topping on Greek yogurt and any fruit parfait. I hope you enjoy it as much as my family does!

Ingredients:

2 bananas, peeled and diced	1 tsp. ground cinnamon
1 ¼ cups dates, pitted & chopped	10 cups oatmeal
¼ cup brown sugar (or honey)	8 oz. dried fruit (cranberries, gold raisins)
¼ cup hot water	8 oz. blanched slivered almonds
1 Tbls. vanilla extract	8 oz. pepitas or other favorite seeds
*flax seed, chia seed optional	

Directions:

- Preheat oven to 250 degrees.
- Puree the bananas and dates in a food processor.
- Add the brown sugar/honey, hot water, vanilla & cinnamon; mix well.
- Pour mixture over the dry ingredients in a large bowl and stir well.
- Spread onto large baking sheets and bake at 250 degrees for 1 to 1 ½ hours, stirring every 15-20 minutes.
- Bake longer if crunchier granola is desired. Allow to cool and store at room temperature. May be frozen.

Teachers' Corner

Top 3 tips for finding funding for your programming

Most teachers would love to have more funding to build their dream curriculum and equipment. With a little work on your end, you can raise funds for them to become a reality. I've found several successful methods to do this and here are my top 3:

1. Ask your local hospital and medical clinics for a donation

Many hospitals and clinics want to support causes that are preventative in nature and help keep people healthy. Health and physical education fit naturally into this. Be sure to be clear how you can share your appreciation and give them some publicity. Sending pictures with students using the equipment is a great touch.

2. National chain businesses with branches in your city

Go to websites and find out how that business chooses to give back or support their community. This is often at the bottom of web pages. A high percentage of companies support education and health initiatives. Sometimes this is simply filling out a donation request form and sometimes it involves filling out an often simple grant application.

3. Donors Choose Matches

Putting projects on Donors Choose is a way to get funding for a lot of equipment. Oftentimes there are companies like Dick's Sporting Goods that have 2 or 3x match funding. You could use your own budget to double the cause or look for help from families. Occasionally, philanthropists like Herb Kohl flash fund all Wisconsin educators' projects so it can pay to simply have a project live.

*Submitted by Ryan McKinney,
WHPE Middle School Division VP
Spoooner Middle School*

Tips, tricks and resources for formal teacher observation

Getting feedback on instruction through a formal observation can be an extremely valuable opportunity to improve and refine our craft as teachers. However, without the proper mindset for receiving feedback or an effective method for delivery feedback the observation experience can be counterproductive.

A data collection tool can allow for a more focused observation that targets an area of instruction a teacher is looking to improve. In a pre-observation meeting the teacher and observer/administrator can agree on an area of instruction that the teacher would like to focus on. A data collection tool like the ones below could be used or you could create your own. The observer can then use the data collection tool during the observation as a way to give objective feedback. In a post observation meeting, the observer and the teacher can then analyze the data, set goals and develop strategies for improvement.

Student Feedback Analysis Form

Coding Students Use of Time

The next newsletter will have more tips, tricks and resources for effective formal teacher observation.

– *Kristen Csiacsek, WHPE Northwest District Coordinator, UW- River Falls*

Tips and Tricks for Writing a Presentation Proposal

– *Nathali Jones, University of Wisconsin Eau Claire*

We know you all have great ideas that you use in your classroom and gym space, and we (the WHPE collective) would love to hear them! So whether you are preparing to write your first proposal to present at WHPE or SHAPE America or you are a veteran presenter, I hope the following offers you peak into some of the questions that were asked when a few of us sat down to look at session proposals for Physical Education for #SHAPECleveland.

1. Who is your primary target audience? More isn't always better. If you can narrow down your focus to one or two groups, then you can dig deeper with your presentation than if you try to meet everyone's needs from K-12, APE, Pre-service Teacher ect.
 2. How does your topic relate or incorporate state or national standards? While you only have so many words to describe your presentation, highlighting the standards within your proposal shows its relevance to the review committee that session is standards based.
 3. What are your key take-aways? Be specific. One of my proposals was rejected because I wanted to entice participants by giving a vague statement thinking I was luring them in with a bit of mystery and having a catchy proposal filled with buzz words. Will participants walk away with a new activity, assessment strategy, a greater understanding of a teaching model? Narrow down the categories:
 - a. New Game: highlight the tactical strategies this reinforces
 - b. New Equipment: highlight select uses and cross-unit applications (if applicable)
 - c. New Assessment Strategy: highlight its use as formative/summative assessment, and what type of assessment it may be: authentic, process based, traditional, etc.
 4. If there is perceived risk or perceived niche for your topic, write how safety concerns would be addressed or why it is important for your target audience to know or incorporate this topic into their practice.
- I look forward to talking in greater depth on this topic in our February Winter Wisdom. For now, happy writing!

“Teaching English Learners – Early Production Stage” Culturally Responsive Health and Physical Education

Dan Timm

Happy New Year everyone! I hope 2024 is a personally and professionally satisfying year for you.

In previous newsletters, we started discussing teaching English Learners in health and physical education. Individuals learning English go through five stages of language acquisition. The first stage is the Preproduction Stage where learners are beginning to understand English when they hear it but are not ready to speak English.

As English Learners progress from the Preproduction Stage to the Early Production Stage, they are beginning to speak English, although their speaking skills are still limited. They are also beginning to understand English they hear and read. In this second stage of language acquisition, students require practice with transitional vocabulary, use of visual supports, and assessments that focus on the ability to process content in English.

Scaffolding strategies are important in the **Early Production Stage**. Examples include:

- Sentence starters or prompts to which students' responses include transition words.
- Learning opportunities that are contextualized (part of a bigger picture; part-part-whole).
- Structured opportunities for language production in the respective content area.

Learning Activity – Develop several sentence starters for an activity or topic you teach to which students would respond. Students can practice using transition words in expressing what they know about the content. Examples...

- To be better at balancing...
- To improve my cardiovascular fitness...
- If I have the ball and a defender is playing away from me...

Assessment – Should begin to focus on students' ability to process content in English. Analysis of written work can provide insight into learners' understanding of content. A graphic organizer such as a snowflake is one way to assess students' content knowledge. Having students draw pictures of the content they were taught is another way to assess their knowledge.

Next time, we'll explore how to assist English Learners in the Speech Emergence 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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Unlock Your Professional Potential: A Recap of the WHPE Conference Experience

The WHPE Fall Conference has those who attended inspired and invigorated, reminding us why it's an annual highlight for professionals in the field. As echoed by one of our enthusiastic attendees, "Once again, it was great to learn and GROW as a professional. Something that I look forward to every year."

The overwhelming sentiment among attendees is one of appreciation for the innovative approaches and outstanding presenters from across the nation. One participant commended WHPE, stating, "I love the convention. I think WHPE is doing a great job of trying new ideas and bringing in wonderful presenters from around the nation." This commitment to freshness and excellence sets WHPE apart, making it a must-attend event in the eyes of many.

One standout feature highlighted by participants is the seamless integration of technology to enhance the conference experience. The mobile app with linked presentations is enjoyed for its user-friendly design and its ability to extend the conference's impact beyond the event itself. "The app with the linked presentations is wonderful. It allows us to participate in the activities vs. just sitting/listening and writing information down," shared an attendee. This digital innovation facilitates engagement during sessions as well as empowers attendees to revisit and extract valuable insights long after the conference concludes.

For many, this year's conference was a career-defining experience. "I feel this was the best conference I have attended in 20+ years. The presenters were top-notch, and I had a difficult time choosing which session to attend in each time slot," expressed a seasoned professional. The caliber of presenters and the richness of the content delivered left participants yearning for more, reinforcing WHPE's reputation for consistently delivering high-quality conferences.

For those who may hesitate to attend, one veteran attendee shared a personal reflection: "Every year I debate whether or not to attend. How could

I possibly learn something new? Then I tell myself that two days off will be beneficial in many ways." This sentiment captures the essence of the conference—the surprise, the growth, and the connection with like-minded individuals that one can only experience by being present.

The variety of sessions offered left participants spoiled for choice. "A lot of good sessions that I had a hard time picking which ones to go to," admitted an attendee. The struggle to choose among the wealth of relevant topics and professional presenters is a testament to the thoughtfulness that goes into curating the conference's program.

WHPE's commitment to fostering connections and networking opportunities remains a cornerstone of the conference experience. Attendees spoke of the chance to "connect with like-minded individuals, meet new people, and acquire new ideas." This community spirit not only enhances professional development but also creates a supportive network that extends beyond the conference walls.

The WHPE Conference continues to be a beacon of excellence, providing a unique platform for physical educators to learn, grow, and connect. As expressed by one attendee, "Thanks for continuing to make this happen!" As you all are keenly aware, WHPE works year-round to bring you experiences to grow your Health and Physical Education educator skill sets. Please save the following dates for Winter Wisdom Zoom gatherings. Jan 10, Feb 7th, and March 6th. Topics and details will be announced as we get closer to the date.


Looking forward to seeing you all again for another enriching experience.

If you have any comments, questions, or concerns, please feel free to contact me.

– Penny

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



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.