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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 2024

VOLUME 53, ISSUE 2



I hope this newsletter finds you well. I wanted to take a moment to express my gratitude for your continuous support and involvement in WHPE. Your partnership with us is truly valued and appreciated.

In our ever-changing world, finding balance can sometimes feel like a challenge. As educators, we strive to not only teach but also guide students in finding joy and fulfillment in their learning journey. Through creative teaching practices, we aim to create an engaging and enriching environment for every child. Recently some of our members were able to attend the SHAPE America National convention in Cleveland. Our members presented sessions, networked, and took home various awards. Hopefully you will see some of what they learned in this newsletter and on X and Facebook.

I believe that by fostering a sense of curiosity, exploration and creativity in our own learning will help us infuse it within our classrooms. Hopefully we can develop a lifelong love for learning and movement within ourselves and our students. Your WHPE board has been busy planning the October convention. We hope to once again bring you the best educators from across the US to inspire you. Encouraging your imagination and innovation allows you to create a space where students can thrive and discover their unique talents and interests.

As we navigate the complexities of the end of a school year, I encourage you to actively participate in your professional learning. Whether through discussions at the district or department level to plan your trip to the Dells in October, involvement in your professional development is crucial in helping you find balance and joy in your professional career and personal growth. What are you going to do at the end of this to set you and your students up for success next school year?

Thank you once again for your continued support. Together, we can create a positive and nurturing environment where everyone can flourish academically and emotionally. Finish strong!

- Mary Wentland
WHPE President



Mark Your Calendars!
WHPE Professional Development Convention
October 23-25, 2024
Kalahari Resorts and Conventions, Wisconsin Dells

For more information check out:
WHPE Annual Convention –
Wisconsin Health and Physical Education

BEST PRACTICES IN HEALTH & PE 2024

Logos: Wisconsin Department of Public Instruction, WHPE, Wisconsin Department of Education, University of Wisconsin - Stevens Point

Health Pre-Conference Workshop

July 18-19, 2024

Pre-Conference Workshop

July 17, 2024

Attendee - \$150
 Student - \$25
 Pre-Conference - \$50

SCHOLARSHIPS ARE STILL AVAILABLE!!

Monica Caldwell
 School Mental Health Consultant

Daniel Hill
 National Board Certified
 KY SHAPE Past-President
 OPEN National Trainer

Jeff Bartlett
 2021 SHAPE National Health Teacher of the Year

Keynote Speaker (for both Monica and Daniel)

CHECK OUT OUR WEBSITE FOR MORE INFO!

Holiday Inn Convention Center, Stevens Point, Wisconsin

Highlights from SHAPE America 2024



Taylor Olson



Dan Timm

Congratulations to our MIDWEST District Award recipients

Taylor Olson, for receiving the Outstanding Student Award
Dan Timm, who received the Honor Award for his years of service to the district. The Honor Award is the highest recognition given by Midwest District.

Congratulations to our SHAPE America National Award recipients

Majors of the Year: Abby King, UW-SP; Dylan Jensen, UW-SP, Sawyer Koplien, UW-EC, Ben Williams, UW-RF; Jager Reissmann, UW-RF Caylee Fry, UW-O; Katie Kramer, Winona, Kassi Heins, UW-L, Sarah Pena, Carthage College



Ben Williams, Jager Reissmann, Abby King, Dylan Jensen, Sawyer Koplien, Caylee Fry, Katie Kramer



Sarah Pena



Kassi Heins



Jo Bailey



Ryan McKinney

Jo Bailey, North American Society of Health, Physical Education, Recreation, Sport and Dance Fellows

Ryan McKinney, SHAPE America National Middle School Teacher of the Year.

Castle Switch

– Presented at #SHAPECleveland by Michael Caparaso MS TOY, Shared to WHPE by Katie Mulloy



How to Play:

- Two Teams (4 on 4) against each other per set-up
- Inside are is on defense, protecting the castle - move anywhere inside
- Outside larger circle of cones are the attackers (offense), move anywhere outside
- Attackers must make a minimum of 3 passes and then can take shots at the castle as the other team defends their castle!
- SWITCH on change of possession (dropped pass, shot at the castle, interception, fallen castle, etc) = teams switch positions.

- If the castle falls then it must be rebuilt and the attackers get a point.

Variations:

- ★ Change the equipment/skill (kick/soccer ball, throw/football, etc)
- ★ Alter the amount of minimum passes
- ★ Adjust team size to suit your student needs
- ★ Adjust your game environment larger/smaller to make students successful

SHAPE Take Away - Stretch Limo

Here is a great game I learned from attending the SHAPE National Convention in Cleveland. This game is geared towards lower elementary levels that work on teamwork and locomotor movements. I got this game from Drew Burris from Missouri (@project_physed).

Stretch Limo

Set Up – All the students are lined up facing the wall with their hands and they will take a few steps away from the wall to create a space. At the end of the wall there is a hula hoop.

Activity – On go, the first student will go under the tunnel of arms all the way to the end of the tunnel. Then the student will put their hands on the wall and the next student will go under the tunnel. This continues until the class gets down to the hula hoop at the end of the wall.

Variations – Use different locomotor movements. Create 2 lines and have a race. Have a time limit to see if the class can get through before the time

– *Dustin Ambort, Lincoln Elementary Physical Education – Alma Center-Humbird-Merrillan School District*

Anyone for Golf? – Submitted by Jo Bailey

Bo Phillips and Barbara Borden from IL shared some great golf activities at SHAPE Cleveland, which would be suitable for students at all grade levels. If you are familiar with the Meaningful PE framework, you will notice how each activity has choice, challenge, opportunities to improve golf specific skills, social interaction and I know I personally found them lots of fun as well!

1. Quack Attack:

Barb set up numerous putting challenges using rubber ducks (can purchase at Amazon: <https://amzn.to/3PLVDYZ>) Players worked in pairs to putt their golf ball under one of the duck bridges and if they were successful, the player could collect a duck from the bridge to bring back to their hoop. Bridges were of various heights and widths to provide challenge and players could decide where to begin their putt from.



Quack Attack

Equipment:
 Balls
 A bridge-like structure (flex tape)
 Rubber ducks
 putters
 balls hoops
 pop-it tubes, caps, or small cones

Objective: Students will aim to strike the ball under the bridge to collect rubber ducks and bring them back to their home base.

Set Up: Place the bridge-like structures all over the playing area and place several rubber ducks on top of the bridges. Create different size openings in the bridges for different challenges.

How to Play: Students will attempt to get their ball through the bridge. If they are successful, they will take 1 duck from the bridge and bring to the hoop that matches their golf club color. They continue until all the ducks have been collected.

2. 18 Hole Golf Challenge

Set up 18 holes in your activity area. These could be hoop targets, velcro base targets (as shown below) or any other target where a golf ball will stay in the hole if struck with the right pace/ direction. Label each hole 1-18. Set up tees around the perimeter of your activity area - students can choose which tee to play from, enabling them to choose an appropriate level of challenge for themselves. In groups of 2-3, students are aiming to complete all 18 holes during the allocated time. Once a hole has been completed, it should be checked off the scorecard.

Partner Golf

- Divide class into groups of 2-3
- The challenge is for groups to complete 18 holes before the end of class
- Students will take turns putting their ball aiming for one of the targets
- Students may choose any teebox that is available (strategy)
- Each hole will have a hole # attached to it, Ex: Hole 12
- If the ball stops inside the hoop or stays attached to the hole the group completes that hole and marks an "X" in the box under the hole on their scorecard
- Groups should talk and work together on strategy and provide feedback on correct form

3. Hamburger Hole in One

In this activity, students are again working on their putting skills, working in a cooperative group format where each student takes it in turn to fulfill different roles: Coach, putter, and caddy. This is a great opportunity for students to practice giving feedback while working in a group. Students can also choose their level of challenge by selecting the distance they wish to begin their putt from.

Hamburger Hole in One

- Divide class into groups of 3
- Assigns will create roles
- **Caddy:** Make sure student putting is using proper grip, has feet spread apart, head down and eyes a ball back strike.
- **Player:** Student places ball on hole spot (1" or 3"). Prepares body to putt the ball and checks coach for proper form
- **Coach:** Student sets up the Hamburger Hole and stands behind it. This student will collect the ball and return it to the tee for the next golfer.
- **Writer:** Student leader to Coach, Coach to Putter
- **Scoring:** If a ball makes around with a Hamburger the team earns a point and can score a hole on their whiteboard.

Thanks to Ben Pavilio (@BenPavilio)



The Sliding Scale

While attending the SHAPE America National Convention in Cleveland, I attended multiple sessions focused on creating lessons that fit my students rather than making my students fit the lesson.

In one session, Will Potter (@MrWillPE) and LaDonda Porter (@lporterPE) showed us how to effectively scale any activity for every age group using the table to the right.

Add	Remove	Modify
Add Space	Remove Space	Modify Space
Add Equipment	Remove Equipment	Modify Equipment
Add Rules	Remove Rules	Modify Rules
Add Content	Remove Content	Modify Content
Add Purpose	Remove Purpose	Modify Purpose

SPACE - larger or smaller playing area

TIME - more or less time allowed to complete a task

TASK - different task and/or modification to students needs

EQUIPMENT - different or modified equipment to help all students experience success and increase learning

PEOPLE - how you group students for greater or less practice

In another session, Stephanie Sandino (@smsandino) and Kate Cox (@katecoxpe) introduced us to the STEPPS to meaningful physical education experiences.

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

Thoughts for Great Teaching

Best Practice or Social Justice? – Nathali Jones, Central District Coordinator

As the political landscape of our state and nation continues to change, equity, diversity, and inclusion (EDI) efforts have been targeted in our communities and state.

Reflecting on my undergraduate experiences, professors frequently used the term Best Practices. To me, Best Practice meant that I was doing my best to meet the needs of each student who walked into my teaching space. If a student had an IEP, how did I ensure this student was included in the activities? Sometimes, their IEP had little relevance with the physical education unit; other times, the accommodations I made directly correlated with the student's success or failure in class. When teaching knot tying and belaying - skills new to most students I have taught, how can I successfully teach my left handed students to accomplish these tasks even though I am right hand dominant? When teaching belaying with both right and left handed students, I have my right handed students mirror me and my left handed students stand in line with me and I demonstrate the PBUS method as a left handed belayer.

Working in central Wisconsin for most of my career, I have seen rich diversity within my community. Having grown up in the suburbs of Chicago, talking to students about hunting and their preference for skinning a deer, was not a topic I was prepared for by my teacher preparation program. Until I started teaching, I did not understand the importance of the Hmong culture and practices and the impact this would have not only on students but also on

my lesson planning - especially when focusing on aquatic units and canoeing in open bodies of water. To build relationships with my students, I ask about their backgrounds, interests, likes, and dislikes because it helps me get to know them, and for them to get to know me.

Students have come into my class the morning after spending the night in the ER, either for themselves or a family member. They have walked through the doors knowing their parents have lost their jobs and they are now making more than their parents. They show up after losing a close friend to depression and suicide. They come to school even though they may be survivors of sexual assault or abuse. Sometimes, they come to school the morning after they have been removed from their primary caretaker's home. If this happens to us as adults, I know I would not be coming into work the next day. Yet, our students continue to show up; sometimes, this is their success of the day. How do we assist these students to be successful in school when educators are not informed due to confidentiality, unless told by an administrator or counselor?

While there is greater depth to the social and political definitions of EDI, at the surface, all good teachers do this already. We seek to meet the needs of each of our students and help them be successful in and outside of our teaching space. As the end of the school year approaches, I ask that you continue to show up and put your students first.

SEL and Connection Activities for the First Five Minutes of Class

– Ian Lacasse - SE District Coordinator, ijlacasse@madison.k12.wi.us

Do you start off classes with a bell ringer or do now activity? Check out **The First Five from edtomorrow!** The First Five is a free daily resource that provides practical ideas and activities that are great for the first 5 minutes of class! Each day you get resources that are great as SEL check-ins, class greetings, self-care, and mindfulness strategies. Use the QR code to sign-up today!



Book: The Expectation Effect – by David Robson

– Submitted by Jo Bailey

We know our mindset can be the difference in many of the choices we make and part of that is exploring how our expectations can influence our mindset and, therefore, the actions we take. This book has many applications for ourselves personally and for the students we teach: How the language we use can influence fitness and nutrition choices, how the placebo and nocebo effect can influence us and how to view stress as an advantage.

Thought for the Day...

If you and your students feel a bit "cooped up" and are getting a bit tired of each other and/or getting on each others' nerves, try the following quote. It's something I am working on personally as well.

"Let nothing be said about anyone unless it passes through the three sieves: Is it true? Is it kind? Is it necessary?" ~ Amy Carmichael

– Submitted by Karen Albert, WHPE member at large

Congratulations To The 2024 WHPE Grant Recipients

"Adventures in Archery" – Zack Colby, New Glarus School District

"Going Gaga" – Courtney Lukasavitz, Indian Community School

"Softer is Safer" – Josh Tebo, Madison Metro School District

"Gifford Middle School Heart Rate Monitors" – Alex Grycowski, Racine Unified School District

"Grab your balls - It's time for Ping Pong" – Jenny Jandre, Kewaskum School District

On behalf of the Future Professionals, we would like to extended a huge thank you to our guest panelists during our Winter Wisdom on 3/6. Abby King, Mia Sterker, Isaiah Altfillisch, and Andrew Sokol were awesome!

If any FP are looking to get in contact with any of our panelist please reach out to Kaycia Zimmerman for more information!

kayciazimmerman@gmail.com

Thoughts for Great Teaching

Reigniting Your Passion: Rediscovering Fulfillment in Teaching

– **Nikki Hollett, UW-Whitewater**

Teaching is a noble profession that requires dedication, patience, and, above all, passion. However, even the most passionate educators can find themselves feeling burnt out or disconnected from their purpose at times. Whether it's due to the demands of the job, external pressures, or personal challenges, losing sight of your passion for teaching is a common experience. Yet, it's essential to remember that passion can be reignited and nurtured. Here are some strategies to help you find passion again in your teaching journey:

Reflect on Your Why: Take some time to reflect on why you became a teacher in the first place. What inspired you to pursue this profession? What values and beliefs do you hold dear when it comes to education? Reconnecting with your initial motivations can reignite the flame of passion and remind you of the impact you have on your students' lives.

Embrace Growth Mindset: Adopt a growth mindset, focusing on continuous learning and development. Attend professional development workshops, conferences, or online courses to expand your knowledge and skills. Embracing new teaching methodologies, technologies, and pedagogies can rejuvenate your teaching practice and infuse it with fresh energy and enthusiasm.

Cultivate Creativity: Tap into your creativity and explore innovative ways to engage your students. Experiment with different teaching strategies, incorporate multimedia resources, and design hands-on learning experiences. When you allow yourself to think outside the box, you'll discover new avenues to inspire and motivate your students, reigniting your passion for teaching in the process.

Foster Meaningful Connections: Build strong relationships with your students and colleagues. Take the time to get to know your students as individuals, understanding their interests, strengths, and challenges. Create a supportive and inclusive classroom environment where everyone feels valued and respected. Collaborate with fellow educators, sharing ideas, resources, and experiences. Building meaningful connections within your school community can reignite your passion by reminding you of the human impact of your work.

Find Balance: Prioritize self-care and maintain a healthy work-life balance. Set boundaries, establish a routine, and make time for activities that rejuvenate your mind and body outside of work. Whether it's spending time with loved ones, pursuing hobbies, or simply taking moments for relaxation and reflection, finding balance is crucial for preventing burnout and preserving your passion for teaching.

Celebrate Successes: Acknowledge and celebrate your achievements, both big and small. Take pride in the progress your students make, the connections you forge, and the positive impact you have on their lives. Celebrating successes, no matter how small, can reignite your passion by reminding you of the meaningful difference you make as an educator.

Renew Your Sense of Purpose: Finally, revisit your teaching philosophy and renew your sense of purpose. Clarify your goals and aspirations as an educator, envisioning the kind of impact you want to have on your students and the broader community. Reconnecting with your sense of purpose can reignite your passion and provide a clear direction for your teaching journey. In conclusion, finding passion again in your teaching is a journey of self-discovery, growth, and renewal.

By reflecting on your why, embracing growth mindset, cultivating creativity, fostering meaningful connections, finding balance, celebrating successes, and renewing your sense of purpose, you can reignite the flame of passion and rediscover fulfillment in your role as an educator. Remember, your passion is the fuel that drives your teaching journey, and nurturing it is essential for both your well-being and the success of your students.

“Teaching English Learners – Speech Emergence Stage”

Culturally Responsive Health and Physical Education – Dan Timm

Happy spring everyone! I hope the school year has gone well and will come to a successful close 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 second stage is the Early Production Stage where learners are beginning to speak English and also are beginning to understand English they hear and read.

As English Learners progress from the Early Production Stage to the Speech Emergence Stage, they begin to use English to communicate their ideas. They will ask simple questions and write simple paragraphs or stories.

Having many opportunities to speak and write is critical at the Speech Emergence Stage. Because English Learners are beginning to integrate two languages to express their thoughts, instructional strategies can still encompass graphics and visual organizers. Support from peers is also important.

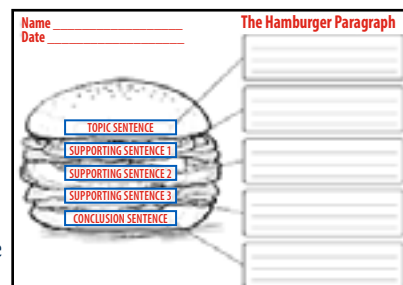
Learning Activity – Using a visual organizer, what paragraphs could an English Learner write to illustrate understanding of an activity or topic? The visual organizer should be something the student can culturally relate to. For example, someone from the United States going to another country might be given an image of a burger as a visual organizer. The top part of the bun is the topic sentence and the bottom part of the bun is the concluding sentence. The burger and layers of toppings are the supporting sentences.

Assessment – Should focus on academic content acquisition through English. Students are at a point during the Speech Emergence Stage that they can use English to demonstrate what they know.

Next time, we'll explore how to assist English Learners in the Intermediate Fluency 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>*



A Member We Will Miss



Chet E. Bradley, age 85, passed away in Griffin, GA on Thursday, January 25, 2024. Chet graduated from Pardeeville High School in 1956. After high school, Chet enlisted in the United States Army and proudly served his country in active duty from 1961-1962 during the Berlin Crisis and was stationed at Ft. Louis, WA. He earned a B.S. Degree from UW La Crosse State Teacher's College in 1963 and a Master of Science (M.S.) Degree from La Crosse in 1966. He went on to earn a second Master's Degree in Education Programs from the University of Oregon in 1967. Chet joined WHPE in 1972 and was awarded the Lifetime Achievement in 2001.

Chet retired in September of 2000 after serving 28 years as the Health Education Consultant with the Wisconsin State Department of Public Instruction. He also spent nine years teaching and coaching at Menomonee Falls High School. Chet also served as the Regional Director of Outreach for Cardinal Stritch University Master's Degree in Education Programs in Madison for nine and a half years.

Building Social and Emotional Champions in Phys Ed

Physical education (PE) is a cornerstone of a well-rounded education. By observing and encouraging positive social and emotional skills during PE, we can equip students with valuable tools that benefit them beyond the gym.

Why Focus on SEL in PE?

PE provides a unique environment for students to develop essential SEL skills like:

Communication: Team sports and activities encourage clear communication and collaboration.

Cooperation: Working together towards a common goal fosters teamwork and problem-solving skills.

Sportsmanship: Winning and losing are part of the game. PE can teach students to celebrate victories gracefully and accept defeat with resilience.

Self-Esteem: Mastering new skills and participating actively builds confidence and a positive self-image.

Empathy: Teammates rely on each other. PE can cultivate empathy by encouraging students to understand and support one another.

How Can We Make This Happen?

Cooperative Games: Move away from traditional competition-focused activities and incorporate games that require teamwork and collaboration.

Positive Reinforcement: Catch students being kind, supportive, or demonstrating good sportsmanship, and acknowledge these behaviors.

Social-Emotional Check-Ins: Briefly discuss emotions and appropriate responses to them before, during, or after activities.

Inclusive Activities: Ensure all students feel included and have opportunities to participate regardless of skill level.

The Benefits Go Beyond the Gym

By fostering positive social and emotional skills in PE, we're setting students up for success in all areas of life. These skills will benefit them in academic settings, future careers, and their relationships. PE can become a space where students develop physically, emotionally, and socially, becoming well-rounded individuals ready to thrive.

– Submitted by [Cindy Kuhrasch](mailto:ckuhrasch@gmail.com), ckuhrasch@gmail.com

Trick Shot Choices in P.E.

In an era where personal choice is as relevant as ever, consider allowing students to practice trick shots when applicable as extensions of your units. We have found engagement in this process for students, including many students who don't find team sports personally relevant. Trick shots could even be incorporated as a unit. A sampling of trick shot challenges could stem from basketball, disc golf, lacrosse, soft-tipped archery, frisbee, backyard games, floor hockey, paddle sports, etc.

Trick shots don't need to be recorded, but when the moment is captured on video, it increases the reward and satisfaction. Consider allowing students to film with school iPads, chromebooks, or possibly student's personal phones when appropriate.

Planning trick shots helps foster creativity, learning from mistakes, developing perseverance and are also fun.

– Submitted by [Ryan McKinney](#), [Spooner Middle School](#)

Fitness Bingo

If your school has a fitness center and you have the ability to use it for physical education, I highly suggest utilizing a student bingo card the next time you visit. As we know our students are motivated by many factors, whether that be social, internal, sport, personal goal, etc and a weight room/fitness center can be a great way to engage students in SHAPE America standards including but not limited to: targeting health related physical fitness while demonstrating competency in locomotor movements, contributing to a positive and safe learning environment, and choosing physical activity for enjoyment and/or self expression. However, the weight room area can also be overwhelming for many students, even when given the choice to self select exercises while logging data for the day.

One way around this could be the use of a fitness bingo card for the class period, which still allows for student choice and allows for the teacher to guide students towards certain activities while maintaining the ability to monitor and give feedback. Examples of this could include having students navigate in a certain sequence or rows/columns/diagonals, having certain sections target specific equipment, having certain sections target strength/endurance/flexibility, and having built in challenges (plank, wall sit, dot drill times, etc).

This strategy has made a big impact in my classroom, as student time on task and variety of exercises performed have increased greatly. It also helps in grouping students up based on their abilities, so that everyone is challenged appropriately based on their current lifting status. Regarding time on task and motivation, in essence students are still performing a given lifting plan for the day that would traditionally be written on a whiteboard or given on paper; however, without the set parameters in place students feel more empowered. Lastly, student self-efficacy regarding the space and variety of exercises have increased since the implementation of this teaching tool, I hope it works for you just as much as me as you customize your bingo cards to meet your unique needs and resources.

– Submitted by [Thomas Fuller](#), [Chetek-Weyerhaeuser School District](#)

WHPE Members Attend Speak Out Day 2024

WHPE wishes to thank Sandee Ortiz, Sun Prairie West High School, Kim Selby, Wilson Elementary, Sheboygan Area School District, Patty Zemke, John Muir Middle School, Wausau Schools, Katie Shulfer, DC Everest High School, and UW-Stevens Point professor, Paul Haas and his students Zack DeGross, Madison Stebbeds, Evelyn Wagner and Riley Mueller (not pictured), 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.



Oneida Football

– Submitted by Denise Christofferson, Indian Community School

The Oneida Nation originally lived on the East coast in what is now New York and were neighbors of the Lenape and the Munsee People. Due to forced relocation, the Oneida, Brotherton and Stockbridge-Munsee traveled to the Green Bay area in 1821 and negotiated for land with the Menominee and Hochunk Nation in Mesconsing. Mesconsing, is the Miami Nation name for Wisconsin, meaning “River running through a red place.” The Miami people lived near what we know as Green Bay. The river they spoke of is called the Wisconsin River and the red sandstone bluffs of the Wisconsin Dells. When the Oneida arrived in Wisconsin they brought with them a game observed in the east as early as the 1600’s. The Oneida played a football game using a stitched oblong deer skin ball. This is a team game using throwing, catching, kicking and punting skills to advance the ball down field and into the opponent’s goal. Two posts or cones are 10 feet apart in each end zone and are used for scoring. In the original version, you can only kick or punt between the posts to score a point. The males can only kick or punt and females can kick, punt, throw and catch. This is the way we play the game. Play begins in the center of the field with a “jump ball” as in basketball and after each score. Players may not run with the ball. All can throw, catch, kick and punt to move the ball and score through the two designated posts or cones. Defense must be an arm’s length away from the player with the ball. Basically, it’s team keep-away with players moving the ball to the scoring area or defending your goal while trying to get the ball back. That’s it. That’s the Oneida way to play football!



Fun Facts!

- 1. Tom Skenandore**, Oneida, was considered the first professional football player. He received \$20 dollars to play for Green Bay's Town team in 1897. That is equal to \$721 today!
- 2. Curly Lambeau**, founder and player, received \$500 from the Indian Packing Company for uniforms for the 1919 team and wanted to call the team the Green Bay Indians. Luckily his girlfriend Agness Aylward said, “Well for heaven’s sake Curly, why don’t you just call them the Green Bay Packers!”. So he did.
- 3. World’s Greatest Athlete Jim Thorpe**, Potawatomi/Sac & Fox, was the NFL’s 1st Commissioner.

What To Do With Broken Equipment

– Written By: Katie Shulfer, DC Everest Senior High

Have you ever had a broken hula hoop or two before? Well, instead of throwing it out, why not use it to create a fun obstacle. Coach Gelardi, an OPEN physical education trainer posted on twitter about how to utilize 2 broken hula hoops. He grabbed a section of pool noodle and created a curvy balance beam out of the two hula hoops. When budgets are tight, how can you be creative to create new learning outcomes.



Tips To Help Students With Disabilities Be Successful In Pe

– By Sadie Brown

PE & Adapted PE teachers play an important role in the success of their students with disabilities. Here are some ways that you can help them access PE and benefit from it:

- **Individualized Instruction:** Understand that each student may have unique needs and abilities. Tailor your instruction and activities to accommodate these individual differences.
- **Assessment:** Conduct comprehensive assessments to understand each student's strengths, weaknesses, and goals. Use this information to develop personalized education plans (IEPs) or individualized education programs (IEPs).
- **Communication:** Maintain open communication with students, their families, and other members of the educational team. Regularly update them on progress, challenges, and strategies being implemented.
- **Inclusion:** Promote an inclusive environment where all students, regardless of ability, feel welcomed and valued. Encourage peer support and collaboration among students.
- **Adaptation of Equipment and Activities:** Modify equipment and activities as needed to ensure accessibility and safety for all students. Use adaptive equipment such as wheelchairs, modified sports equipment, and assistive devices.
- **Differentiation:** Provide a variety of activities that cater to different skill levels and interests. Offer modifications and adaptations to ensure that all students can participate and experience success.
- **Collaboration:** Work closely with other educators, therapists, and support staff to coordinate services and maximize student outcomes. Share strategies, resources, and best practices with colleagues.
- **Flexibility:** Be flexible and adaptable in your teaching approach. Be prepared to modify plans on the fly based on students' needs, interests, and abilities.
- **Celebrate Progress:** Recognize and celebrate the achievements and progress of your students. Positive reinforcement can boost motivation and self-esteem.
- **Advocacy:** Advocate for the importance of adapted physical education and the inclusion of students with disabilities in physical activity programs. Educate administrators, policymakers, and the community about the benefits of APE.

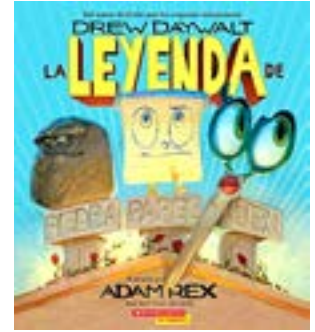
PE Teaching Ideas

The Legend of Rock, Paper, Scissors

Many of us use Rock, Paper, Scissors in our Health or Physical Education classrooms, but do you and your students know the legend of RPS? Kirstin Voitus (2023 Southern District Elementary PE TOY) took participants in the Elementary TOY session at the SHAPE National Convention in Cleveland, OH on an adventure through the book *The Legend of Rock, Paper, Scissors*. The book was read aloud to us in 3 parts and we played a different version of RPS in between each part. In the end, we reflected on how the characters in the book felt at different times, how winning all the time eventually gets boring, and how sometimes it feels good to find our just right challenge and possibly lose. A fun and engaging way to incorporate literacy into your classroom!

The book can be found online on the [Scholastic](#) website and the read aloud version can be found on [YouTube](#).

– Kim Selby, Elementary Division VP, Wilson Elementary School, Sheboygan – ksselby@sasd.net



ACCOLADES ... Well Done!

Congratulations to Laura Gunderson, Stevens Point School District for her Emergency Response unit being highlighted in the Plover/Point Metro Wire in March, "Jefferson students learn real-world skills with emergency services workshop".

<https://spmetrowire.com/jefferson-students-learn-real-world-skills-with-emergency-services-workshop/>

Retired members, Deb Tackmann and Jan Kunert sang with the Chippewa Valley Area Singers in March. The proceeds from the two concerts surpassed \$9,000. All the proceeds were donated to the Feed My People organization.

Great Conference Idea

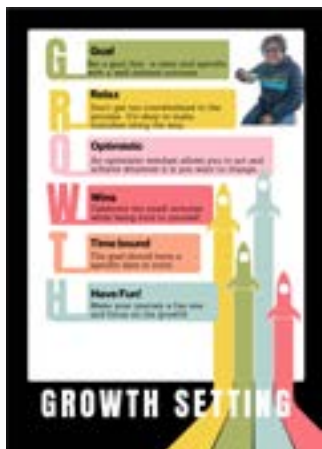
The Facilitator and Trainer's Unconference

I attended a unique learning experience at the end of February in Boulder, Colorado. "The Facilitator and Trainer's Unconference" was an amazing opportunity to learn and share movement-based team-building activities that could be used with all different age groups. This gathering brought in trainers and facilitators from all different areas including businesses, summer camps, therapists, coaches, and educators. The unconference has been meeting since 1992, and this year included several well-known trainers and authors such as Jim Cain, Kurt Weisler, Chris Cavert, and Tom Leahy. I had the opportunity to share and present, but more importantly, be inspired by many passionate and talented trainers. I returned to my classroom with over 20 new activities and several books filled with many more. I am excited to attend again next year! https://leahy-inc.com/nccps_invitation.php

– Tim Mueller, Erin School Physical Education



Health Teaching Ideas ...



In skill based health, we focus on students developing necessary skills to build health enhancing habits. Have you considered reframing your goal setting project to a "growth setting project?"

A growth goal can focus on self-care such as getting more sleep, eating healthier foods, reducing social media, getting more movement minutes or practicing stress management techniques.

– Sandee Ortiz NBCT

I Don't Rather I Can't

Here is a link for a lesson to incorporate "I Don't" rather than "I Can't" into the health skill of Decision Making. I use this for deciding whether or not to use substances with a personal reason why they won't. ["I Don't" Fortune Teller](#)

– Patty Zemke

Health Teaching Ideas . . .

Gratitude Journaling as a Stress Management Tool

Students can easily feel stressed and anxious trying to juggle school, work, extracurricular activities, friends, and family while struggling to figure out their futures. Today's students experience stress and anxiety that interferes with their daily routines. Gratitude Journaling can be incorporated into the classroom to provide students with a tool to help manage stress. Journaling can be done without any special equipment and only takes a few minutes for students to write down their thoughts. I encouraged my students to reflect on even small, simple items that occurred in their lives. There are a number of videos available on the impact gratitude journaling can have on stress levels and health, along with different ways to journal. I have incorporated Gratitude Journaling into some of my college courses. Students were encouraged to keep a consistent method of journal entering, either a notebook or computer, allowing them to easily review previous entries. Throughout the semester, students were given a few minutes to journal at the beginning of class (2-3 days per week). Although significant differences were not revealed from the pre and post Perceived Stress Scale (PSS) results many students did indicate that gratitude journaling was a positive way for them to help manage their stressors. There were some students that indicated that journaling did not help or they found limited benefits. Listed below are some

of the responses from students on how gratitude journaling helped manage their stressors:

- Developing a more positive mindset
- Not worrying about things outside of their control
- It has helped me by realizing that I have so many things to be grateful and resources to use when I feel stressed
- Helped me understand myself better
- Allows me to be grateful for the things I do have and stop fixating on things that are going wrong
- Gives me time to relax for a few minutes
- Calms me down
- Brightens up my mood and helps me appreciate life more
- Makes me prioritize what's important
- It was good to lay out my stress on paper in writing
- Makes me realize that life isn't bad, and I am very fortunate
- Being grateful and appreciating the people and little things in their lives

– **Submitted by: DR. MICHAEL L. BIRD,**
Assistant Professor
KINS, HEALTH, FOOD & NUTR SCI,
University of Wisconsin-Stout

Would You Rather

I am someone who struggles to have quality opening activities in my health classroom. I did the Would You Rather questions on the board but eventually ran out of ideas. The website <https://www.edtomorrow.com/firstfive-sample> offers 8 different questions, conversations, or self-reflections for free. When you sign up you will get a daily email that provides a new meme, question, greeting to students, quick connection, check-in, mindfulness exercise, quote, and video. Everyday you can add in something new to start off your health class!

– **Nathan Korth, Health Education, Edgerton Middle School**

Talk to Your Boys

“Boys don't cry.” Is a gender stereotype one of my male students wanted to challenge last semester when we were examining the influence of gender stereotypes on social & sexual health. It was a moment that left me with more questions than answers.

How do you help boys navigate the pressure to be stereotypically masculine without being toxic? As a teacher and mother of boys, I had two important reasons to attend Christopher Pepper's session in SHAPE Cleveland, Talk to Your Boys: How YOU Can Help Boys Feel More Supported, Engaged, and Connected. Several resources were shared including one I have dug into several times already: NextGenMen.

Chris, (@MrHealthTeacher) came to WHPE last fall and is widely known as the resource guy. According to the website, NextGenMen is “a small but mighty nonprofit working towards a future where boys & men feel less pain and cause less harm.” The article, [6 Things Educators Should Know About Positive Masculinity](#) is just a start to helping us connect with boys on a deeper level in topics such as body image, consent, boundaries, mental health & suicide, loneliness, media literacy, and much more.

– **Submitted by Allisha Blanchette**



**NEXT
GEN
MEN**



Technology

Podcasts: beyond the gym floor, dissertation dive



As we balance our laundry list of everyday tasks that extend way beyond the school day, it may be hard to commit time to continuing professional development. There may also be times when you just want to switch off for the day instead of intaking-digesting-reflecting-and applying new information. Luckily, there are some great podcasts available that are engaging and thought provoking in a low stress approach, which serve to help us continue to be reflective practitioners and push our profession forward. The one that has caught my attention and has had the biggest impact on myself lately is “Playing with Research in Health and Physical Education.” This podcast brings guests on to talk about their dissertation process and/or action research within the classroom, while also including the individual’s backstory. Listening to this podcast while out running or biking, this human element and inclusion of thought provoking questions by both the host and interviewee help me reflect on current practices, my why, and considerations for future research at a time when outside distractions are at a minimum. Episodes may include topics such as: working with an activist approach, influence of communication on structs of well-being, and washout during professional socialization to name a few. With other episodes talking about class climate, student perceptions, and more. Each episode is an hour long and I highly recommend you find a time whether driving, walking, or some other low stress opportunity to listen, question your own state/evaluate your own answers regarding the questions, and look for opportunities to move yourself and our profession forward.

– Submitted by **Thomas Fuller, Chetek-Weyerhaeuser School District**



enCourage APP

The “enCourage UW” app, which is now available in the [Apple](#) and [Google Play](#) stores, features hundreds of activities, each with detailed instructions, video examples, materials needed, and additional details for facilitators on how to successfully lead them. These activities are grouped by activity type and the social and emotional skills they develop, making the app easy to use in a variety of settings.

Cindy Kuhrasch, with support from UW–Madison’s Department of Information Technology (DoIT) and the School of Education, has developed a smartphone app that uses movement-based activities to create inclusive groups of learners.

Kuhrasch, the program coordinator for the Department of Kinesiology Physical Education Teacher Education (PETE) program, hopes the project will “change the way we build learning communities.”



Tech Tip: Autocrat for Streamlined Instruction and Communication

In the realm of education, the integration of technology can revolutionize instructional methods and administrative efficiency. Autocrat, a Google Sheets add-on, emerges as a powerful ally offering a suite of tools to streamline tasks, personalize instruction, and enhance communication with students and parents. I use AutoCrat to send students and families fitness reports and create progress reports in Health Education. It saves me so much time and I have only received positive feedback.

Ideas for AutoCrat Use

- 1. Automated Assessment and Progress Tracking: Great for Fitness Reports and more!**
Autocrat automates the process of generating assessment reports, progress charts, and skill development summaries using data collected during physical fitness tests and class activities. This allows teachers to quickly assess student performance, identify areas for improvement, and provide targeted feedback to support student growth.
- 2. Individualized Goal Setting/Portfolios: Students can contribute to documents!**
Autocrat facilitates the creation of individualized goal-setting documents, where students can set fitness goals, track their progress, and reflect on their achievements. Teachers can use merge tags to populate goal-setting templates with student data, making it easy to monitor each student’s progress and provide encouragement along the way. This personalized approach motivates students to strive for excellence and promotes a lifelong commitment to physical activity and health.
- 3. Enhanced Parent/Guardian Communication:** Effective communication with stakeholders is essential. Autocrat simplifies the process of sharing student progress reports, activity schedules, and event reminders with parents. Teachers can generate personalized newsletters and communication documents using Autocrat, ensuring that parents stay informed and engaged in their child’s physical education journey.

Getting Started with Autocrat:

- 1. Install Autocrat:** Navigate to the Google Sheets add-ons menu, search for Autocrat, and install it to your Google Sheets account.
- 2. Create Templates:** Design templates for fitness plans, progress reports, goal-setting sheets, and parent communication documents using Google Docs or Sheets. Incorporate merge tags to indicate where student data will populate.
- 3. Collect and Organize Data:** Gather student fitness assessment data, activity logs, and parent contact information in a Google Sheets spreadsheet.
- 4. Configure Autocrat:** Open Autocrat from the add-ons menu in Google Sheets, configure the merge settings, and select the appropriate template and spreadsheet containing student data.
- 5. Run Autocrat:** Execute Autocrat to merge the spreadsheet data with the template documents, generating personalized materials for each student and parent.

Please let me know what you use AutoCrat for and how it goes!

– Courtney Lukasavitz, NBCT - Indian Community School @courtney_luka lukasavitz@ics-edu.org

New Horizons for Education . . . WHPE Continues to Advocate for HPE during WASB Event

WHPE joined State School Education Convention (WASB) attendees at their 103rd State Education Convention in Milwaukee in January 2024. WHPE Executive Director, Penny Kroening, President, Mary Wentland, Secretary, Jan Kunert and Past Presidents, Doug Kane and Kris Fritz staffed a booth in the Exhibits' Hall where they shared the WHPE Mission with School Board Members and District Administrators from across the state.

Jan Kunert commented, "I was again privileged to represent the thousand plus members of WHPE during the WASB Convention. I was tasked with explaining the goals of WHPE and the reasons why HPE teachers should become and maintain membership." Penny Kroening echoed a similar message saying, "It is important to have a presence at this conference to meet with school board members, superintendents, principals and other school administrators to advocate on behalf of our Health and Physical Education community. Opening doors of communication allows WHPE the potential to share our Mission and showcase professional development opportunities WHPE provides."



Need \$\$ FOR YOUR PROGRAM?

Look no further! WHPE is partnered with 3 different programs that can help bring your equipment and curriculum goals to life.



Dream Team is a fitness based fundraiser that encourages students to use their unique skills and passions as a TEAM to help their school.

- Online fundraising platform
- Student prizes and givebacks
- Teamwork based challenges for students
- Charity giveback option
- US Games gift certificates
- 10% back to WHPE

[WWW.p.stepitupkids.com/whpe-x-dream-team/](http://www.p.stepitupkids.com/whpe-x-dream-team/)

The health. moves. minds. FUNdraiser helps you build a kinder, healthier school community through social-emotional learning.

- FREE K-12 curriculum
- Online fundraising platform
- Physical activity based prizes
- Focus on social-emotional skills
- Charity giveback option
- Gopher and affiliates gift certificates
- 10% back to WHPE

www.healthmovesminds.org

SHAPE America



GameOn! Is a fitness based fundraiser designed to promote physical activity and healthy living.

- Online fundraising platform
- Student prizes and givebacks
- Health and wellness messages/materials
- Charity giveback option
- US Games gift certificates
- 10% back to WHPE

www.pop4kids.org/game-on

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.

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



Wisconsin Health and Physical Education
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The WHPE Board of Directors is dedicated to advancing key elements of our strategic blueprint. Notably, our focus has centered on Advocacy, Membership, and Professional Development. Our Strategic Plan outlines the following objectives:

- Foster Equitable Learning Opportunities: Ensure that all individuals have access to fair and inclusive learning environments.
- Utilize Communication Tools: Employ various communication channels to disseminate successes and address obstacles effectively.
- Promote Quality HPE Best Practices/Leadership: Uphold and propagate high standards of practice and leadership in Health and Physical Education.
- Engage with the Community: Actively participate and contribute to community initiatives and affairs.
- Diversify Membership: Attract a diverse range of non-members through multiple platforms and mediums.
- Enhance Networking for Future Professionals: Facilitate networking opportunities tailored to the needs of aspiring professionals to bolster membership.
- Provide Tailored Professional Development: Offer professional development activities catering to the diverse needs of our members, encompassing physical education, health, adapted physical education, and future professionals.
- Encourage Active Membership Participation: Encourage members to actively engage in WHPE activities and initiatives.
- Offer Ongoing Support: Extend support to members through continuous outreach efforts and connections to Professional Learning Communities.

While these objectives are well-articulated, it's crucial to visualize their implementation as well as note what this means to the WHPE individual Member.

The leadership of the WHPE Board attended a statewide Administration and School Board member convention (WASB) to champion the cause of Health and Physical Education and advocate for our professional WHPE members.

January - March WHPE Board organized and conducted three

virtual winter wisdom roundtable meetings, each brimming with enriching presentations and discussions. These sessions featured breakout rooms dedicated to various sectors of HPE, fostering inclusive dialogue and exchange of ideas. The Board actively sought input from professionals to gain deeper insights into the triumphs and challenges within the teaching realm. Additionally, a follow-up session was conducted with Jo Bailey, our keynote presenter from the 2023 Fall Convention.

South West and South East District Vice Presidents hosted mini-conventions, providing valuable opportunities for professional development and networking. We extend our gratitude to the presenters and attendees whose participation enriched these half-day events.

The WHPE Awards, Grants, and Convention committee collaborates diligently for the betterment of our members, meticulously reviewing submissions following established rubrics. Stay tuned for announcements regarding the selections in all three areas.

Continuing our commitment to information-sharing, we employ both printed newsletters and the electronic Smore platform to keep our members abreast of events, information, and connections vital to Wisconsin's health and physical education landscape. Members are encouraged to contribute to these platforms. Additionally, our social media presence on Facebook, Instagram, and Twitter serves as another avenue for engagement.

There are numerous avenues to engage as a proactive member of WHPE, including presenting, article writing, committee involvement, grant proposal composition, candidacy for a Board position, volunteering at conventions, joining the Winter Wisdom group, and attending or presenting at mini-cons. All are vital to the growth of our Association and Profession. Be involved!

Mark your calendars and prepare your budgets for our fall Convention at the Kalahari on October 23-25, 2024. It promises to be an eventful and enriching experience.

Should you have any comments, questions, or concerns, please do not hesitate to reach out to me or any of our WHPE Board Members. Contact information is readily available on our website at WHPE.us

– Penny Kroening, WHPE Executive Director