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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 3

FALL 2024

2024 WHPE Convention ... The 2024 WHPE Convention will be held at the Kalahari Resort in Wisconsin Dells on October 23-25, 2024. Check out our website for the latest details, convention registration fee information and hotel reservation information. <http://whpe.us/whpe-annual-convention>



Andro L. Barnett ... is a career professional in athletics, recreation, administration and leadership, and education. Dr. Barnett started his academic endeavors in his home state of Mississippi at William Carey College. He then continued his education to earn his Bachelor of Science at Jackson State University. In 1991, Dr. Barnett earned a Master of Education in Sport Administration and Leisure Studies from Mississippi State University. Dr. Barnett concluded his formal education in 2005 with his Doctorate in Education from Temple University.

Even though Dr. Barnett has a plethora of degrees to support his education, his work experience, his presentations, publications, and leadership roles hold as much, if not more value to Dr. Barnett's expertise. Dr. Barnett served in the United States Marine Corps during his academic successes. He has numerous presentations at various state, regional, and national level conferences and conventions. Dr. Barnett has several publications to his accord.

Dr. Barnett ranks as a Professor at Shepherd University in Shepherdstown, West Virginia. He has also served as Department Chair for six years. Dr. Barnett serves as the Faculty Athletics Representative (FAR) and ensures student athletes' best interests are maintained and assists with the hiring processes of the head coaching staff. Dr. Barnett is well known within SHAPE, especially SHAPEWV and MidWest; he has served in numerous leadership capacities at each of these organizations SHAPE West Virginia President, MidWest President, SHAPE Affiliate Advisor Council, and SHAPE MidWest EDI Chair, SHAPE America Board Member. Lastly, when Dr. Barnett is not behind his desk or the podium presenting a lecture, he can be found running up and down the basketball court. Dr. Barnett is a basketball official in his downtime; he will say for fun!



Austin Olson ... With 21 years under my belt, I'm a passionate middle school PE teacher dedicated to helping students find joy in movement and become the best versions of themselves. Fueled by my love for healthy living and a constant drive for improvement (I'm currently training for the Boston Marathon!), I create a positive environment where students discover their favorite ways to stay active. Things are just as active at home - my wife, a fellow educator, and I keep up with our two energetic daughters, Briella (13) and Liliana (10). As a family, we love to camp and spend time at the beach.



Caitlin Schoville ... began her teaching career in 2013, in both health and physical education at Pleasant Valley Junior High in Eastern Iowa. Since her undergraduate days at the University of Northern Iowa, Caitlin has continued her education by obtaining a Master's in Teacher Leadership and is currently pursuing another Master's in Health and Physical Education. Caitlin serves as the department lead, participates on several committees, as well as coaching swimming for her school.

Caitlin and her department achieved a major milestone in their goal to bring back recess for junior high students by spearheading a successful fundraiser. With collaborative efforts and support from grants, the district, and the community, they added amenities like an obstacle course-style playground, a blacktop with basketball hoops, and gaga pits. This space provides opportunities for the students and the community to be active all year long.

A dedicated member of SHAPE Iowa since her collegiate years, Caitlin has presented at state workshops and conferences, and served on the Leadership Council and as the Grants Chair. Her contributions to the profession have been recognized with awards, including SHAPE Iowa's Middle School PE Teacher of the Year in 2022 and SHAPE America's Central District Middle School PE Teacher of the Year in 2024.

Born and raised in Eastern Iowa, Caitlin continues residing there with her husband and two children. Caitlin is committed to doing what is best for students and is motivated to keep advocating for quality physical education in all schools.

Kick Off Convention Social and Exhibit Hall sneak peak ...

This year's "All Convention Social" on Wednesday night, October 23rd will be held in the exhibits hall.

Plan on attending from 7-9 p.m. and enjoy networking with colleagues old and new along with a chance to visit the exhibits early. Exhibitors will be set up and open for business. A cash bar and light refreshments will be provided.



Chris Walker ... has over 28 years teaching experience at the elementary level. Additionally, he has served as the lead physical education teacher for Orange County Schools and is on the local SHAC (School Health Advisory Council) as the physical education liaison. Chris is the past president of NCSHAPE and currently serves as the Convention Chair. He was named the Orange County Schools Teacher of the Year in 2017-18. Chris is also the 2022 NCSHAPE Elementary TOY. He is an OPEN National Trainer and has presented in many school districts, states and internationally on various topics. Every once in a while, you may see him dancing with the DANCERS...



Cindie Cortinas-Vogt ... (aka: CindieLou) ... @CindieLou70 ... cortinascindie@gmail.com
Shape Elementary PE TOY 2024; Shape Midwest Elementary PE TOY 2024; IAHPERD Elementary PE TOY 2023; IAHPERD Social Media Committee Chair; IAHPERD Committee Member; (Grants & Awards, Technology, Advocacy); District Building Instructional Technology Coach.

- State and National Presenter. • 27 years of diverse teaching experience ranging from K-Higher Ed. • Currently teaching at Washington Elementary K-6 in SD U-46, Elgin IL.
- Advocate for Cross-Curricular integration. • Creator of Active Content Time (ACT)- an enrichment program at Washington Elementary which integrates movement with academic content through collaboration. • Enjoy mentoring preservice teachers and have had student teachers for the last several years. • Free time includes: fishing, hiking and gardening, cooking and any time spent with my children and husband



Judy LoBianco ... B.S., M.A., President/CEO, HPE Solutions LLC, taught for 10 years at the high school level in the South Orange-Maplewood School District in NJ as a health and physical education teacher. Inspired by teaching and learning, she became the district's Supervisor of Health, Physical Education and Nursing and led the district in that role from 2004-2017.

Judy has worked as an adjunct professor at both Montclair State and Monmouth Universities in NJ, teaching seminar classes and supervising student teachers. Judy has also served in various volunteer leadership roles. She was President of the New Jersey Association for Health, Physical Education, Recreation and Dance (NJHPERD) in 2008, President of the Eastern District Region of the Society of Health and Physical Educators (SHAPE America) in 2013 and was President of SHAPE America in 2018-19.

Judy LoBianco was recognized as the National PE Administrator in 2013 and with the SHAPE America Honor Award in 2018. She was also inducted into the North American Society of Health and Physical Education in 2016. Last, but certainly not least, she was also recognized by Education Week as the 2018 Leader to Learn From.

Judy currently facilitates workshops for health and physical education teachers, records podcasts and maintains a YouTube channel in her work as President/CEO of her Consulting Firm; HPE Solutions LLC.

WHPE Convention ... October 23-25, 2024 ... Wisconsin Dells



Kristi Mally ... Meaningful Movement and Purposeful Play, Every Body, Every Day is the vision that drives Kristi's approach to teaching, learning, and living. Her teaching experiences started with PK-8 physical education, where she developed a love of working with children, an enthusiasm for writing curriculum, and a motivation to advocate for our profession. Kristi earned her Ph.D. - as a way to continue her desire to positively impact the physical education profession. This degree coupled with her teaching experiences allowed her to transition into teaching and serving future physical education teachers at the University of Wisconsin-La Crosse, and currently at Winona State University, where she is a Professor in the Physical Education and Sport Science department. Kristi embraces the responsibility, and opportunity, to give back to the profession by acting as a bridge between research, theory, and practice through her scholarly, creative, and service-related work. Outside of teaching, Kristi enjoys being physically active, playing with her family, digging in her garden, and reading!



Mya Ferguson ... is a dedicated educator and mentor with a passion for health and physical education and has thirteen years of experience. With a Master's degree in Exercise Science and Sport Management from the University of Tennessee and a background in television production and sport management from Howard University, Mya brings a unique blend of skills and experiences to her role.

Currently serving as an Inner Core LEAP Leader at the District of Columbia Public School, Mya analyzes data to identify professional development needs and organizes training sessions to enhance educators' knowledge. She also ensures curriculum fidelity and coaches teachers to create and execute skills based health and PE lessons.

Mya's commitment to education extends beyond the classroom, as she also mentors new teachers and develops action plans to improve classroom performance. With a track record of success in both education and coaching, Mya is a dynamic presenter who inspires and empowers others to excel in their roles.



Ryan McKinney ... is the 2024 SHAPE America National Middle School Physical Education Teacher of the Year. He has been teaching physical education for 16 years; the last 8 years at Spooner Middle School in our home state of Wisconsin. Outside of school, Ryan coaches hockey, football, baseball, mountain bike racing and enjoys fishing, hunting and biking with his wife and 3 sons. He strives to incorporate multiple physical education standards into his lessons; stressing the social and emotional components, and attempts for all students to

feel valued and comfortable to take risks and grow. His passion at school is using outdoor physical activity to help students with attention challenges find academic and behavioral success.



Sarah Benes ... is an Assistant Professor and Coordinator of School Health Education at Southern Connecticut State University. Dr. Benes has multiple published articles and textbooks, presents at local and national conferences regularly and is actively engaged in service to HPE fields. Sarah Benes is the Past-President of SHAPE America, a Certified Health Education Specialist (CHES), a certified Health & Well-Being coach, and a 500-hr certified yoga instructor. Sarah Benes began her career as an athletic trainer with a BS from UCONN,

working at Boston University in their Club Sports department for 5 years as a graduate assistant and then Assistant Athletic Trainer.



Sarah Brockberg ... is the 2023 SHAPE Central District, 2023 SHAPE Colorado Adapted Physical Education Teacher of the Year, 2023 D49 Fantastastic 49 winner, 2020 D49 Service Star Winner. She is in her 16th year of teaching and 8th yr as an Adapted Physical Education teacher in Falcon School District 49 working with secondary and transition students.

She recently started an adapted athletics program within her district along with Partners in PE classes at all secondary schools. She received her Bachelor's degree in Physical Education and Health from Southwest State University in Marshall, MN and master degrees in Sport Administration from University of Northern Colorado and Adapted Physical Education from Minnesota State University, Mankato.



Toni Chilton ... I started teaching in the UK at a secondary school in Southampton. After two years I moved to Arizona and took up a position at Highland Jr. High. This has been my home for the last 25yrs, teaching 7th and 8th grade boys and girls PE. I am currently the department chair and love bringing new games and ideas to my department. My goal is for students to be fit for a life time and find the love of movement in whatever way they can.

I am past president of Arizona Health & Physical Education and my zest for adventure gave me the theme idea of "Adventure, Seek It, Live It, Teach It" I lead by example and share my love of activities and adventures with my students. So in my free time I can be found Hiking, Rucking, Crossfit, Sky Diving, Mud runs to name a few. I have a HUGE passion for martial arts and personal self defense and also bring that to my students.

I was very humbled to be named Arizona middle school teacher of the year 2021 and SHAPE America Western District teacher of the 2023.



Will Potter ... a San Francisco native, began teaching physical education in 2002. In 2013, Will served as the Director for the Elementary Physical Education Workshop at Cal Poly San Luis Obispo. Will currently teaches Physical Education and Technology Integration at Serendipity School, where he has been teaching since 2005. In 2019, Will was named the California AHPERD Elementary Teacher of the Year, and as the 2020 SHAPE America National Teacher of the Year. Additionally, as CAHPERD President

in 2021 - 2022, he continues to promote professional development and advocacy programs for Physical Education. Will became an OPEN National Trainer in 2018.

WHPE Awards' Social ... This year's Awards' Social will honor deserving colleagues in a more informal, all inclusive setting. Individuals will be receiving recognition as in the past including: Advocacy, Honor, Retirement & Longevity, Future Professional, Health and Physical Education Teachers of the Year and other awards for Service and extended leadership for Midwest/SHAPE. Everyone is welcome to join in socializing, appetizers and honoring our colleagues. No need for tickets or specific dress attire. Come as you are with the event beginning at 6:30 p.m. at the Kalahari (check your convention schedule). Come early for snacks/socializing/interacting with Award winners and if possible stay for the entire program to honor our award winners, followed by a bit more personal interaction among attendees. We hope to see many members attend and help WHPE recognize our 2024 award winners. A dance will follow.

Exhibit Hall ... The Exhibit Hall will be open one day only on Thursday, October 24th. There will be a morning coffee/muffins break and an afternoon snack break in the exhibits hall. Make time to visit the exhibits on Thursday!

Concession Lunch ... Again this year, there will be a concession lunch offered by the Kalahari immediately following the General Assembly.

Electronic Voting for WHPE 2024 Board of Directors

This year's WHPE elections will again take place electronically. On October 1st you will receive an electronic ballot link via email. Electronic voting will open October 1st and close after the General Assembly at the WHPE Convention on October 24, 2024. If you do not regularly receive emails from the WHPE office/Nicole Popowich, please call the office at 608-785-8175 or send an email to npopowich@uwlax.edu ASAP to update your email address. If you do not receive an electronic ballot or would prefer to mail in your ballot, there is a paper ballot located on page 7 of this newsletter, which must be postmarked by October 15.

Hotel Reservations

Kalahari Resorts & Conventions

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

Room Rate – \$119 Wed-Thurs/\$149 Fri-Sat (single-quad occupancy)

Nightly Kalahari Resort fee is waived

Deadline to receive WHPE convention rate: September 23, 2024

To receive the discounted WHPE Convention room rate, make reservations with this link:

<https://book.passkey.com/e/50818018>

Convention Sponsor: WHPE recognizes UW-Stevens

Point as a Platinum Sponsor of both our Keynote speaker, Kristi Mally, and our Convention App.



School of Education
University of Wisconsin-Stevens Point

Thanks to UW-SP for their dedication to WHPE and it's mission.

2024 Convention Schedule of Events

WEDNESDAY, OCTOBER 23, 2024

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

7:00-9:00 p.m. All Convention Social in Exhibits Hall

7:00-9:00 p.m. Future Professional Social

THURSDAY, OCTOBER 24, 2024

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

9:00 a.m. - 4:00 p.m. Exhibits Open - One day only!

Session 1 > 8:30-9:30 a.m.

- 1 FUNdamental Fitness: Creating A Personally Relevant Fitness Unit – Will Potter
- 2 Intentionally Facilitating Activities for Social and Emotional Growth – Cindy Kuhrasch
- 3 Fun with Turtle Island Games: Explore Indigenous Play for Your Classroom!
– Denise Christofferson/Courtney Lukasavitz
- 4 Meet the needs of EACH student: Individualizing Instruction – Ann Griffin
- 5 Keep Students Moving with Simple Quick Cardio Games – Bev Brown
- 6 1 Net, 3 Games – Sawyer Koplien
- 7 Self Defense - Part 1: I have no skills in self defense, how do I teach my students? – Toni Chilton
- 8 Got a Pool at Your School? Teaching Lifeguard Training as a PE Elective – Elizabeth Marty
- 9 Trauma Sensitive Practices in Physical Education – Robert Nunn
- 10 Project Based Learning – Increased Student Engagement – Mya Ferguson
- 11 Creating an Easy Yet Effective Sex Educator Professional Development Plan – Anne Brosowsky
- 12 Best Practices for You and Your Student Teacher – Ann Hockett
- 13 Promoting Inclusion with Unified Physical Education – Grace VanBergen

9:35 - 10:00 a.m. Coffee/Muffins break - Visit the exhibitors/Poster Session

- 1 Enhancing Student Success Through a Cultural Learning Community – Molly Brown, Claudia Spalding/Abby Iverson/Dan Timm
- 2 Job Satisfaction of Early Career Physical Educators in Wisconsin – Yoonsin Oh/Saori Braun/Travis VonHaden/Josiah Johnson/Jayden Beckly, JT Bogle/Abigail Keenan/Chase Melton/Abbey Jacobs/Hannah Elmer
- 3 Breaking Language Barriers: Approaches to Teaching English Learners – Abby Thompson/Caeben Schomber/Emma Weirough/Dan Timm
- 4 Prediction of Physical Education Teachers' Job Satisfaction Through Self-determination Theory – Myung Ha Sur/Jaehun Jung
- 5 Undergraduate Students' Perception on Professional Growth and Development Through the University Homeschool PE Program – Lynsey Anderson/Riley Armstrong/Megan Hansen/Zach Rahn/Yoonsin Oh/Saori Braun

Session 2 > 10:05 a.m. - 11:05 a.m.

- 1 Connection, Cooperation, Choice & Competition: Building Character Through Physical Education – Ryan McKinney/Austin Olson/Caitlin Schoville
- 2 Innovative Adapted PE Activities and Games – Sarah Brockberg
- 3 New Twists on Classic Games – Dustin Ambort
- 4 Instant Activities: Start Smart, Start Fast, Start Strong – Abigail King/Claire Tomczik
- 5 Crossing the Curriculum in PE – Melanie Piacentine
- 6 Paddle Smash: A New & Exciting Game That Combines the Skills & Strategies of Pickleball & Spikeball – Maureen Vorwald
- 7 Building Conf-DANCE In All Your Students – Katie Mulloy/Molly Dado
- 8 Get Fast and Furious With Omnikin – Alex O'Brien
- 9 Maximize Electives in the PE & Health Department for College and Career Readiness (ACP) – Angie Hall/Christine Shelsta
- 10 All Foods Fit - Teaching Nutrition Through Eating Disorder Lens – Sarah Mosely/Jada Brunkow
- 11 Writing a Winning Resume – Judy LoBianco
- 12 The New HE Standards Era: What's Changed & Considerations for Practice – Sarah Benes
- 13 CORE PE Curriculum: K-12 PE Teaching System that makes teaching fun again! – Sue Barnd/Sonja Riddle

11:15 a.m. - 12:00 p.m. General Session - Featured Speaker/Announcements

12:00 - 1:00 p.m. Concessions lunch

12:30 - 1:15 p.m. Past President/Retiree Luncheon

11:45 a.m.-12:45 p.m. Exhibitor lunch

12:00-1:00 p.m. Future Professional lunch/election

Session 3 > Grab Your Lunch and Come & Learn 12:35 - 1:05 p.m.

- 1 Health.Moves.Minds. – Katie Mulloy
- 2 Adapted PE Statewide Google Drive – Korey Kleinhans/Marshall Morrin
- 3 Help Build Stronger School- and State-Level Physical Education Policies for Wisconsin – Lisa Paulson

Session 4 > 1:15 - 2:15 p.m.

- 1 Cooperation is Key! – Caitlin Schoville
- 2 Get Your SEL-f Moving – Will Potter
- 3 Lining up the Dances! – Chris Walker
- 4 UW-L APE Program and Graduate Students – Brock McMullen/Abbie Wagner
- 5 Hobby Horsing USA – David Fisher
- 6 Making PE Meaningful for ALL – Jo Bailey
- 7 TAGG ACADEMY - Introducing Math and Literacy into Physical Education – Tim Taggart
- 8 Fuel Up your classes! – Natalie Anderson/Greg Emerson/Karley Kryzanski
- 9 Problem Solving Activities for Adventure Education – Kristen Csiacsek/Steve Eggrichs/Alex Mueller/UWRF Students
- 10 Heart Zones Move Network Session – Deb Berkey
- 11 Puberty is Different Today. How Can Schools Adapt to Better Support Kids? – Katie Gallagher

- 12 Leadership: Developing a Successful Philosophy – Andro Barnett
- 13 TOY Spotlight -Authentic SEL, Connecting into the Community – Peter Toutenhoofd/Dave Rautmann/Kris Fritz/Kim Selby
- 14 Communicate to Connect – Allisha Blanchette

Session 5 > 2:25 -3:25 p.m.

- 1 Content Connections – Cindie Cortinas-Vogt
- 2 Self Defense - Part 2: Basic Combatives - If we have to fight back, what do we do? – Toni Chilton
- 3 Games and More Games - Experience Speed Stacks! – Matt Burk
- 4 Mobility to Move K-12 – Tim Strehlow/Dave Wanta/Lucas Kollross
- 5 Revolutionizing the way we teach sportsmanship, create community, & develop responsibility through the world of trending sports – Ryan Holleman/Alicia Lloveras/Kenneth Busch
- 6 What's New with SPARK? – Brett Fuller
- 7 Solutions to Inclusive Placements: It's all in the TOYS! Equipment Adaptions & Innovations – Ann Griffin
- 8 Elementary and Middle School 2-10 Minute Warm ups – Pam Erickson/Chris Christopherson/Corey Heathman/Eric Hoefler
- 9 Unified PE and Sports: How to Create and Tailor a Program to Fit the Needs of Your School – Stephanie Fencel
- 10 Interviewing with Confidence – Judy LoBianco
- 11 The New PE Standards Era: What's Changed and Considerations for Practice – Sarah Benes
- 12 Lets Talk: How to build a culture of discussion in your classroom – Mya Ferguson
- 13 Social-Emotional Learning in a Snap: Powerful Mini Lessons – Austin Olson
- 14 Nourishing Minds & Bodies: How to Un-Silo Health & SEL with a Coordinated Approach – Desiree Prater

3:30-3:50 p.m. Visit the Exhibits - Snack break in the Exhibits Hall

Session 6 > 3:55 - 4:55 p.m.

- 1 Dance Party! – Chris Walker
- 2 Gamify Your World – Kim Selby
- 3 Part of the Game – Allisha Blanchette
- 4 Biking in Secondary Schools: A Journey of Discovery – Ben Herland
- 5 Survive and Thrive During Student Teaching! – Tim Mueller
- 6 Autism Inclusive Strategies to Engage Students in PE/APE – David Geslak
- 7 #FamilyPEWeek – Katie Mulloy
- 8 Let's Advocate! Discussion Surrounding a State Level Speak Out Day! – Paul Haas/Katie Shulfer
- 9 Creative Canvases: Exploring Art as a Tool for Health Education – Jan Lacasse
- 10 Intentional Planning for Meaningfulness: More than just Good Teaching – Kristi Mally
- 11 TOY Spotlight - An example of APE Implementation within community based transition programs – Steve Eggrichs
- 12 Mental Health Literacy: Where to get free resources – Sarah Mosley

6:30-8:00 p.m. WHPE Awards Social

8:00-11:00 p.m. WHPE Dance/Activities

FRIDAY, OCTOBER 25, 2024

7:45-10:00 a.m. Registration

Session 7 > 8:30-9:30 a.m.

- 1 Beyond the Game: Purposeful Play in Physical Education – Cindie Cortinas-Vogt
- 2 All Things Unified – Sarah Brockberg
- 3 Take Your Fun Seriously - Creating Connection and Culture Through Play – Kim Selby
- 4 Utilizing creative movement to explore sports-based skills – Chell Parkins/Susan Gingrasso
- 5 Changing the World Through PE: The Future of our Profession – Cindy Kuhrasch/UW-Madison students
- 6 Daily Physical Education as a Behavioral and Academic Intervention – Ryan McKinney
- 7 Debriefing Strategies for Adventure Education – Kristen Csiacsek/Paul Shirilla/UWRF Students
- 8 Bridging the Gap: Training Theory into High School Students and Athletes – Andrew Pustina
- 9 An Experiential Approach to EDI: What is it? And Why is this important? – Andro Barnett/Nathali Jones/Mark Foellmer/Becky Foellmer/Sam Meyerhoff
- 10 TOY Spotlight - Let's Talk About Sex: Engaging Activities in a Comprehensive Model – Sandee Ortiz
- 11 Teacher Tips, Hacks and EdTech – Courtney Lukasavitz
- 12 WHPE Grants Sharing Session – Grants chair

Session 8 > 9:35-10:35 a.m.

- 1 Community Building in PE: How to get those heart rates up while developing a community – Haley Rohloff
- 2 Meaningful Movement and Purposeful Play: What, Why, How! – Kristi Mally
- 3 Paralympic Sports - Goalball for ALL Students – Michael Norton/UW Madison Adapted PE Teacher Candidates
- 4 Large Group Games for All – Laura Gunderson
- 5 Striking a Balance: Integrating Skills-Based Units in Elementary PE Through Striking Activities – Mike Doyle/Lisa Paulson
- 4 Super Speed Ball Sports Mashup – Josh Thomas
- 6 Engagement Activities in Health – Nathan Korth
- 7 Utilizing Research Findings in Teaching Physical Education – Gicheol Kim
- 8 Simple High Impact Instructional Strategies for Health Education – Sarah Cirilli
- 9 How to Make the Most of Student Teaching: From First Year Teachers – Emily Wintrone/Dylan Jensen

Session 9 > 10:45-11:30 a.m.

- 1 Health sharing – Allisha Blanchette/Ian Lacasse
- 2 APE sharing – Korey Kleinhans
- 3 1st - 5th Year Teacher experience – Shannon Maly
- 4 Retiring Teacher experience – Sandy Hagenbach/Lori Petersen
- 5 Elementary sharing – Katie Mulloy/Dustin Ambort
- 6 Middle/Secondary sharing – Katie Shulfer/Ryan McKinney/Courtney Lukasavitz
- 7 Future Professional - Meet a Mentor/Speed Interviewing – Nathali Jones & Ann Hockett

12:00 - 3:00 p.m. Board of Directors/Convention Wrap Up Meeting

WHPE MEMBERSHIP

You must be a current member through 11/24 or return a new/renewal membership form with membership dues to preregister for the convention.

Wisconsin Health and Physical Education Membership Form.

PRINT ALL INFORMATION

CHECK APPROPRIATE BOX IN EACH SECTION

Month	2024 to Month	2025	Current <input type="checkbox"/>	New <input type="checkbox"/>	Renewal of Expired Membership <input type="checkbox"/>
LAST NAME _____	FIRST NAME _____	AREA			OFFICE USE ONLY
STREET _____	HOME PHONE (____) _____	<input type="checkbox"/> Health – H <input type="checkbox"/> General – G <input type="checkbox"/> Physical Education – P <input type="checkbox"/> Student – S <input type="checkbox"/> Sports & Athletics – A <input type="checkbox"/> Recreation – R <input type="checkbox"/> Dance – D			EXP. DATE _____
CITY _____	WORK PHONE (____) _____				Date Rec'd _____
COUNTY _____	STATE _____ ZIP _____				CK # _____
E-Mail Address: _____					Amt. PD _____
*Students-School attending		Year: Fr So Jr Sr Grad			

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

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

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

Makes Checks payable to: **WHPE**

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

TYPE OF MEMBERSHIP	
Lifetime (\$600)	<input type="checkbox"/>
Professional (\$80)	<input type="checkbox"/>
Associate (\$80)	<input type="checkbox"/>
Student (\$35)	<input type="checkbox"/>
5yr Undergrad (\$99)	<input type="checkbox"/>
Retired (\$20)	<input type="checkbox"/>
Retired Paid for Life (\$100)	<input type="checkbox"/>

2024 WHPE CONVENTION REGISTRATION

Deadline: October 5, 2024

You must be a current member of WHPE through 11/24 or return a new/renewal membership form with membership dues to pre-register for the convention. COMPLETE ALL INFORMATION AND CHECK ALL APPROPRIATE FEES BELOW. You can verify your membership status by calling the WHPE office at 608-785-8175 or 800-441-4568.

COMPLETE ALL INFORMATION AND CHECK ALL APPROPRIATE FEES BELOW

Last Name: _____ First Name: _____

Street: _____ City, State, Zip: _____

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

Student Teacher Other

University or School District: _____

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

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

CLASSIFICATION (Check all that apply)	EARLY BIRD-REGISTRATION (must be received by 10/5)	REGISTRATION (After 10/5)
<input type="checkbox"/> Professional Registration for Current Members	\$150.00	\$165.00
<input type="checkbox"/> Professional Registration including One Year's Members Dues	\$230.00	\$245.00
<input type="checkbox"/> Student Registration for Current Members (Includes Lunch)	\$50.00	\$60.00
<input type="checkbox"/> Student Registration Including One Year's Membership Dues (Includes Lunch)	\$85.00	\$95.00
<input type="checkbox"/> Student Registration Including 5-Year/\$99 Membership Dues (Includes Lunch)	\$149.00	\$159.00
<input type="checkbox"/> Lead Presenter Registration for Current Member	\$75.00	\$75.00
<input type="checkbox"/> Lead Presenter Registration Including One Year's Membership	\$155.00	\$155.00
<input type="checkbox"/> Retired	\$0.00	\$0.00
<input type="checkbox"/> Past President	\$0.00	\$0.00
<input type="checkbox"/> Non-member Registration	\$255.00	\$265.00
Total Enclosed: _____	\$ _____	

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

WHPE Convention Dates

October 29-31, 2025 ▪ **October 28-30, 2026** ▪ **October 27-29, 2027**

Kalahari Resort, Wisconsin Dells



From your President . . . Mary Wentland

Greetings WHPE Members,

I hope this message finds you, rested and ready to start another school year. This will be year 27 for me, time really flies when you are having fun. Keeping up with a newsletter tradition that was started by former president Brett Fuller, my message to you is what your hard working WHPE board has been up to these past few months.

Members shared summer highlights, and the fall board meeting date was set for October 25, 2024, following the convention.

Sponsorship updates included confirmations from UW-Stevens Point, US Games & Health Smart and Skatetime, with vendor booths filling up quickly for the WHPE Convention. 13 guest speakers from across the United States will be bringing you outstanding professional development this October. Updates on National Board Certification were shared, highlighting the addition of four newly certified teachers as well as one that was inadvertently missed the previous year.

Discussions on the Dream Team/Game On events and their contracts took place, emphasizing the ease of working with the Dream Team. Fundraising continues to be a goal of

the WHPE board. Legislative activities were discussed, including proposed legislation on dance instruction and physical education minutes, which WHPE swiftly took action on all members behalf. Special thank you to those that email, called, wrote letters, or showed up in person to combat this potential legislative action.

In new business, updates to the WHPE Honor Award criteria and the scheduling of December virtual board meetings were decided. The Health.Moves.Minds (HMM) partnership with Booster was approved, outlining the financial breakdown and program details. There was an emphasis on improving the Strategic Plan calendar into monthly checkbox items and a request for video submissions for August professional development. Board concerns included tracking memberships and fundraising strategies. Lastly the new WHPE Presidential theme: "First Serve," was introduced.

Wishing you only the best this upcoming school year. It has been a pleasure serving as your WHPE president these past two years and I look forward to seeing many of you this October.

– Mary Wentland, WHPE President



Have you considered National Board Certification?

Want to level up on your professional development and put your PD into 5th gear this upcoming school year? How about pursuing the National Board Certification for Professional Teaching Standards? The certification process is designed to be flexible, efficient, and affordable, considering the demands on teachers' time. To become Board-certified, candidates demonstrate advanced knowledge and skills in their certificate area through four components: three portfolio entries and a computer-based assessment.

This process encourages teachers to apply National Board Standards to their classroom practice and engage with peers also pursuing certification. Besides the benefit of growing professionally, there are also monetary benefits which include a \$2500-\$5,000 grant you will receive each year upon the successful completion of the certification. Additionally, some districts will provide \$2000-\$10,000 added on to your salary for being an NBCT. I will be presenting more details at the upcoming convention. Hope to see you there! Please don't hesitate to contact me: sortiz@sunprairieschools.org

– Submitted by Sandee Ortiz, NBCT Liaison and WHPE President-Elect

Convention Challenge – Submitted by Jo Bailey

The 2024 WHPE Convention Schedule is out and now is the perfect time to start thinking about which sessions to attend. However, I challenge you see if you can attend a session which fits each of the following criteria:

- 1. The "I don't know anything about this" session ...** This might be a completely new to you concept, activity, theme or content area. You have no idea what you are going to learn. You also have no idea how rich this learning experience could be or what connections it could lead to. Be open to new possibilities.
- 2. The "I am super excited to attend this" session ...** We all have those sessions we KNOW we will be at. It could be because it's something you are interested in, really enjoy, or simply go to because it is going to be fun! Make sure you schedule at least one of these in your convention calendar.
- 3. The "It's not the level I teach at" session ...** I teach high school PE but you will frequently see me at elementary PE sessions because there is so much that transfers, or can be tweaked, for different teaching grades. I don't teach Health but I will go to Health sessions as well because Health and PE are so intertwined.
- 4. The "I am out of my comfort zone" session ...** This is the session you know you should go to because it is uncomfortable for you, you might not feel confident in it, or perhaps you are confused by some of the content. We expect our students to embrace challenge and therefore we should model this ourselves. Often, it's the sessions we didn't really want to go to that end up delivering the most valuable learning experiences.
- 5. The Roundtable session ...** One of the biggest challenges after attending a convention is processing everything you've learned. It helps to speak with others, hear differing perspectives and ask clarifying questions and this is exactly what the roundtables are designed to do. Whether you have any burning questions or simply want to sit back and soak up the chat, be sure to attend one of these. You never know where connections might be made! The roundtable sessions are the last session of the 2024 convention - the perfect way to wrap everything up!

Leadership Opportunities in WHPE



APE Division VP

Korey Kleinhans is entering his 8th year as an Adapted Physical Education Specialist and 1st year teaching General Physical Education at Oshkosh West High School in Oshkosh, WI. Korey has worked with many students with disabilities from ages 3 to 21 throughout his Adapted PE career. He continues to start and build upon the

extracurricular programming opportunities for kids within his school district, local districts, and the state of Wisconsin. He started the Adapted Motor Development Program for elementary and middle school students with disabilities to engage in meaningful play and focus their interests on participating in extracurriculars, particularly the Adapted Sports League. Korey started the Adapted Sports League throughout the Fox Valley area at Oshkosh North, Oshkosh West, and Hortonville and oversaw the league's creation throughout the Appleton Area School District. Korey is a statewide advocate for starting school-sponsored extracurricular sports programs for all ages for students with disabilities. He has been a WHPE member since 2017 and was a WHPE Adapted Physical Education Teacher of the Year Nominee in 2023. Korey holds a Master's degree in Adapted Physical Education and is pursuing an Ed.D in Kinesiology through the University of North Carolina - Greensboro, emphasizing Adapted Physical Education as of Fall 2024. He is supported and loved by his wife (Karlee), daughter (Lyla), son (Drew), and dog (Murphy).



College/University Division Vice President

Hello! My name is **Yoonsin Oh** and I am excited to be running for College/University Division Vice President. I am an associate professor and the director for the physical education & health education teacher education program in the Kinesiology department at UW-Eau Claire. For the past 12 years, I have been teaching physical education and teacher education

preparation courses. I believe in teaching with compassion and intention using techniques such as authentic teaching/learning opportunities and using transparent designs in my teaching. My students work with community outreach programs at UW-Eau Claire including the UWEC homeschool PE program and the UWEC & WI Northwest Juvenile Detention Health Education program. I've been also conducting research on physical education teacher job satisfaction as well as physical activity and health technology and frequently present the results at the SHAPE and WHPE conventions. As the WHPE College/University Vice-President, I am looking to build stronger connections across the college/university faculty members and provide opportunities for professional development. I enjoy spending time with my family and I love practicing yoga and walking outdoors.



Health Division VP

Hi Everyone! My name is **Chloe Allen** and I am running to be the Health Division Vice President for WHPE. I am going into my fourth year of teaching. I got my undergrad from UW- Platteville and my masters at UW- Stevens Point with an emphasis in SEL. I have had a passion for health education since I took health class in high school! I love being able to see students

learn more about themselves and advocate. Besides health education I am the president of the Wisconsin Olympic Weightlifting State Organization and started the first high school based Olympic Weightlifting team in the state. I am excited for the opportunity to work more with you all!



Elementary Division VP

Hello, I'm **Melanie Piacentine** and I'm excited to be running for Elementary Division Vice President. I realized my passion for teaching physical education in high school and got my undergraduate degree at UW-La Crosse. For the past 11 years, I have been teaching K-6 physical education at Elmwood Elementary in New Berlin, WI. In addition to teaching, I serve as

the coach for Girls on the Run and speed stacks as well as lead our social emotional learning team and our school community engagement team. I advocate for physical education and have written and received several grants, most recently a grant to bring golf to Elmwood. In 2022 I was named WHPE Elementary Teacher of the Year. I also serve on the WHPE grants committee. I enjoy sharing and connecting with other physical education teachers through various social media platforms, presenting at the WHPE, Best Practices, and Southeast District conventions, and attending the national SHAPE convention. As a long time WHPE member, I am honored and excited to be running for Elementary Division Vice President. If elected, I look forward to continuing to connect with other passionate educators, sharing resources, organizing professional development opportunities, and advocating for physical education.



Elementary Division VP

Laura Gunderson graduated from UW-Whitewater in 2007. She is currently starting her 8th year in Stevens Point teaching k-6 physical education. She actively works with UW- Stevens Point future professionals through providing volunteer opportunities, welcoming observation students into her classes as well as being a cooperating teacher for 10 student teachers. When not teaching, Laura is coaching youth volleyball and basketball. She is also biking, boating and fishing.



High School Division VP

Hello WHPE members, my name is **Katie Shulfer**, and I'm excited to run again for the position of High School Division Vice President. Now in my seventh year of teaching, I currently teach general and adaptive physical education at DC Everest Senior High School where I've had incredible opportunities for personal and professional growth.

My journey began at UW-Stevens Point, where I started advocating for my students early on, attending Shape America's SPEAK Out day for 6 out of the last 8 years. I've also been active at state and national conventions, always eager to learn and bring new ideas back to my classroom.

The support I've received from mentors and peers has been invaluable in my development, and I want to continue to pay it forward. I want to listen to your ideas, collaborate on new initiatives, and advance high school instruction across our state.

Thank you for considering my candidacy. I look forward to potentially working together to move our field forward.

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

Leadership Opportunities in WHPE



Member at Large

Hello, my name is **Wendy Wiesjahn** and I am running for the WHPE Board Member-at-Large position. I would love to have your vote this fall. I have been a member of WHPE since I was a college student, and that was a long time ago. Staying active and engaged in our association has helped me to stay motivated and to be the best teacher I can be. The connections I have made have been invaluable. I have been teaching health & physical education for 29+ years. Almost all at the high school level. Some of you may know me as the person who coordinates all of our volunteers for our convention (you'll be receiving an email from me mid to end of September asking for volunteers again). I have held other WHPE leadership positions over the years as well. I love being a part of our organization.

In my free time, I enjoy pretty much anything outdoors. The more I am outdoors, the happier I am. I do a lot of camping, kayaking and hiking. I also try to keep in shape by running, lifting weights, biking, walking, and trying to eat healthy. I've also been refereeing volleyball the past few years as well.

I look forward to seeing all of you at the convention. Again, I appreciate and thank you in advance for your vote; and will do my best to help serve the needs of the board and the rest of the WHPE membership. Have a great day everyone. Now get outside and play..or do something outside.



Middle School Division VP

Hello, my name is **Courtney Lukasavitz**. I am honored to be considered for the role of Middle School Division Vice President. I am in my 16th year as a middle school physical education and health teacher. I have taught across all K-12 grade levels, including adaptive physical education, which has broadened my outlook. I am committed to fostering a safe and supportive learning environment where students can grow

physically, mentally, and socially.

Throughout my career, I have advocated for high-quality, standards-based instruction that is responsive to students' needs and promotes lifelong well-being. I facilitated a grant that resulted in a fully equipped fitness center. I led the creation of new courses that boosted student engagement, resulting in increased enrollment in physical education courses. I enjoy incorporating technology into my teaching to enhance learning, using tools like heart rate monitors and personalized fitness reports to help students set meaningful goals and apply the F.I.T.T. principle.

I strive to consistently improve my teaching methods and provide an engaging and relevant curriculum. As a lifelong learner, I earned and maintained my National Board Certification and have gained valuable insights from WHPE and SHAPE. I value collaborating with colleagues and sharing insights and resources. Thank you for considering me for this role.



Treasurer

My name is **Katie Mulloy** and I have been the WHPE Treasurer and Fundraising Coordinator for the past 2 terms and I would like to continue serving WHPE in this same position. I have been teaching physical education for 19 years and, as you can probably guess, physical education and fitness are my true passion in life. As a long time WHPE member, I am often sharing and participating in many different PE related social

media outlets, advocating for physical education within my district and State, and presenting at various conferences/professional developments either in person or virtually. I am interested in serving all of my HPE colleagues the best way I can by continuing to learn and grow my leadership skills through WHPE. I believe I would make a great Treasurer and Fundraising Coordinator because I am a passionate and determined educator, I love collaborating and sharing new ideas to benefit our students, and I am eager to continue my work and responsibilities in this position. I also believe that helping other HPE teachers get the funds they need for their school/program will give our students in Wisconsin the best education!

WHPE Election 2024 Ballot

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

Member At Large

- Wendy Wiesjahn
 (Write In) _____

Treasurer

- Katie Mulloy
 (Write In) _____

Elementary Division VP

- Laura Gunderson
 Melanie Piacentine
 (Write In) _____

Middle School Division VP

- Courtney Lukasavitz
 (Write In) _____

Secondary Division VP

- Katie Shulfer
 (Write In) _____

University/College Division VP

- Yoonsin Oh
 (Write In) _____

Adapted PE Division VP

- Korey Kleinhans
 (Write In) _____

Health Division VP

- Chloe Allen
 (Write In) _____

The following information is requested to ensure voting confidentiality. The privacy of your information is guaranteed. Thank you for voting in the 2024 WHPE election.

Name _____

Email Address _____

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

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

Deadlines for publication are: December 15 for the Winter issue; April 1 for the summer issue; August 1 for the Fall issue. It is important that everyone adhere to these deadlines to ensure that all newsworthy items may be included in each newsletter in a timely fashion.

“Teaching English Learners – Intermediate Fluency Stage”

Culturally Responsive Health and Physical Education

Dan Timm



Happy new school year, everyone! I hope your summer was enjoyable, you had an opportunity to recharge, and you're ready to lead your students through new learning opportunities.

In previous newsletters, we've been discussing teaching English Learners in health and physical education. Individuals learning English go through five stages of language acquisition. The third stage is the Speech Emergence Stage where learners begin to use English to communicate their ideas, ask simple questions and write simple paragraphs or stories.

As English Learners progress from the Speech Emergence Stage to the **Intermediate Fluency Stage**, they start to produce complex sentences, initiate questions in class, and increase their vocabulary exponentially.

In the Intermediate Fluency Stage, learners need support, and extended time for processing questions and formulating answers. Thought processes are still reliant on native languages so learners may make errors in sentence structure and vocabulary use. Instruction should focus on increasing higher-ordered thinking in English and reflective self-analysis of work.

Social context of language is a consideration during the

Intermediate Fluency Stage. If content contains metaphors, similes, or slang, the meaning of these should be taught prior to teaching content. Students can then focus on the meaning of the content without struggling with syntax or vocabulary.

Learning Activity – Have learners write several “If/Then” statements for skills or aspects of an activity or topic. For example, in an elementary movement education class, if the movement challenge is to make a wide shape, then... The learner could respond with various ways to make a wide shape with their body. For an example in a health class, “If a person eats a healthy diet, then...” The learner can respond with benefits of a healthy diet.



Assessment – Should focus on assessing progress toward academic standards and measuring gaps in learning.

Next time, we'll explore how to assist English Learners in the Advanced 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>

Collaborative Community Program - Physical Literacy & Reading

Sheboygan Mead Public Library Children's Librarian, Alison Loewen, partnered with Kris Fritz, retired PE teacher, and together they offered a Star Wars/ Jedi Training community event for area children and families on May 4th. This activity was part of a larger Comicon Star Wars event conducted within the whole library.

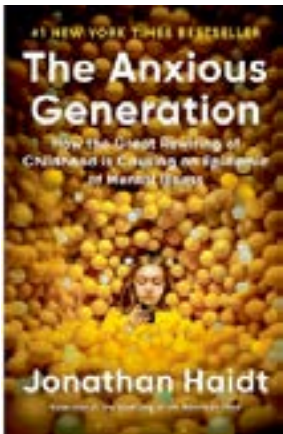
During the planning sessions, Alison expressed a desire to have participants physically engaged. Consequently, five stations involving physical activity, Flying Saucers, Walking in Space, Shooting Stars, Black Hole Adventure and Light Saber Combat, were collaboratively established and set up. Participants moved through the first four, then made a personal light saber with a small pool noodle, duct & electric tape and proceeded to station five where they were engaged in a four step pattern coded routine with Ms. Fritz. Thanks to WHPE member, Sandy Hagenbach, for helping to develop the light saber routine. Approximately 250 individuals participated including children, parents and grandparents.

Ms. Loewen commented, “The best way to get a child to love reading is to read with them at an early age. I think this is true with any learning, including physical activity. Providing families with opportunities to be active together creates positive core memories with which children can associate as adults. There are numerous benefits to collaborating with educators outside our individual fields that ultimately support intentionality in meeting learning goals. Moreover, we learn new techniques from each other that we can integrate into our practices.”





Great Reads and Podcasts!!



The Anxious Generation by Jonathan Haidt

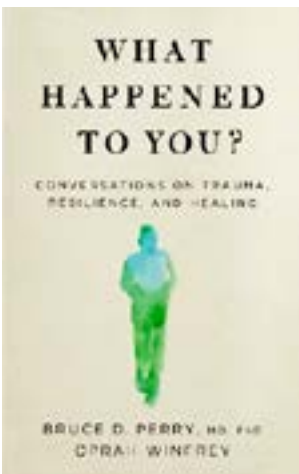
In *The Anxious Generation*, Jonathan Haidt explores the mental health crisis - the huge rise in the rates of depression, anxiety, self-harm and suicide since 2010. He investigates the role technology and specifically smartphones have played in this rise, how play has declined and, most importantly, delivers a call to action to help bring back a healthier childhood.

- Submitted by Jo Bailey



Everything is OK is the story of Debbie Tungs struggle with anxiety and her experience with depression. She shares what it's like navigating life, overthinking every possible worst-case scenario, and constantly feeling like all hope is lost.

- Submitted by Mary Wentland



This is a book that many of our staff have read and that I will be reading this fall as part of a group book study. Feedback has been very positive from every colleague that has read it and I am eager to learn from it as well. Common takeaways from the book are: everyone has experienced some type of trauma in their life - it's how we deal with it, heal and learn that helps us grow. There is a glimpse of understanding how our brains navigate trauma that can benefit all, especially

educators. I look forward to learning how I can see others through a different lens, grow in my empathy for others, build my relationships with students and peers and to not be afraid to ask **"What Happened to You?"**

- Submitted by Karen Albert, WHPE Member at Large

Ignite Your Learning: 5 Podcasts for Health and Physical Education Teachers



- Ian Lacasse, WHPE Southeast District Coordinator

A new school year is right around the corner, and with it comes a fresh wave of excitement and opportunity! Are you eager to elevate your health and PE practices? Podcasts offer a convenient and engaging way to learn, allowing educators to absorb valuable insights and professional development while commuting, exercising, or completing household tasks. Here are 5 podcasts to jumpstart your learning this fall!

1. PE Insights with Nathan Walker is a deep dive into the world of physical education. Hosted by PE teacher and expert Nathan Walker, the podcast explores various topics, from practical teaching strategies and curriculum development to the latest research and trends in the field. Listeners can expect to gain valuable insights, inspiration, and practical advice to enhance their PE teaching and create engaging learning experiences for their students.

2. School Health Educators Podcast offers a platform for health educators to stay informed and inspired. With a focus on practical strategies and evidence-based practices, the podcast delves into a variety of topics, including curriculum development, skills-based health education, and adolescent health.

3. Pizza & PE is a group of friends eating pizza while discussing physical education. Join hosts, Kim Morton and Keith Kraemer, as they dive into the world of PE, sharing tips, strategies, and real-life experiences with different guests.

4. Run Your Life Show with Andy Vasily explores the intersection of high performance and human potential. Host Andy Vasily interviews inspiring leaders from the worlds of sports, education, and wellness to uncover the strategies and mindsets that drive success.

5. Meaningful Physical Education Playlist while not a podcast on its own, this is a collection of podcast episodes on or in the interest of those implementing or learning about meaningful physical education.

ACCOLADES ... Well Done! **Recognizing the Accomplishments of WHPE members**



Trina Burr of Eagle River Elementary has received the Herb Kohl Educational Foundation Teacher Fellow. She is one of 100 teachers in the state of Wisconsin to receive this.



Jan Kunert, WHPE Secretary participated in a Hike for the Homeless on August 20th. It benefits Family Promise of the Chippewa Valley and the Beacon House. The hike is 2.8 miles is held at the River Prairie Park in Altoona, WI. This is her 2nd year!

Celebrating Disability Pride Month in July

By Sadie Brown

Did you know that it was Disability Pride month in July? Why in July?

Because July 26, 1990 was when the ADA (Americans with disability Act) was passed! Some of the first Disability Pride Parades were held not too far away in Chicago in 2004. Now there are events all over the country to help people celebrate all disabilities and the people who have them. Everyone is impacted by disabilities whether it's you, a family member or maybe a student you work with. Just like all of us they seek to be seen, heard and feel a part of society. July was just a simple reminder of the things we should be doing daily to be responsible for making this world a better place.

So what can you do as an educator? First you can continue to provide opportunities for all students to be successful in your class by planning lessons that are universally designed and allow for all students to both be challenged and supported based on their ability level. You can advocate for the needs of your students by getting the right support in your classes for them whether its fidgets, visuals, or modified equipment. Acknowledge all types of athletes in your class and talk about those that we know that are wheelchair athletes, special olympic athletes, etc. It's great this time of year during the Olympics to see how amazing all of our para athletes do! Why not talk about that and showcase it this fall? Finally just remember that even though Disability Pride is one month we should really be celebrating our students all year long.

If you would like to learn more about this month you can check out this website:

<https://thearc.org/blog/why-and-how-to-celebrate-disability-pride-month/#:~:text=Disability%20Pride%20Month%20is%20celebrated,barriers%20to%20inclusion%20in%20society.>



Shape America Summer Institute Takeaway



By: Katie Shulfer, DC Everest Senior High School

During the summer, I attended Shape America's summer institute, and wow, how awesome was this conference. I left feeling energized and ready to get to work making my teaching even more intentional and purposeful. A couple of the sessions I attended dealt with learning more about meaningful physical education (MPE), presented by Kristi Mally. It is a framework which provides clarity of our educational purpose, is an opportunity for aligned decision making and a metric to assess these decisions.

When you go about your teaching, how are you making learning experiences as meaningful as possible for your students and what drives your decision making? Being intentional while teaching physical education using the meaningful physical education (MPE) framework is crucial for several reasons:

1. Enhances Engagement and Motivation

- Activities are purposeful and engaging, increasing student participation
- Aligning activities with student interests boosts intrinsic motivation

2. Promotes Lifelong Physical Activity

- Focuses on skills useful beyond school, encouraging lifelong activity
- Creates positive experiences fostering long-term appreciation for physical activity

3. Addresses Diverse Needs

- Ensures inclusivity and caters to diverse abilities and interests
- Allows for differentiated instruction tailored to various skill levels

4. Develops Holistic Well-being

- Addresses physical, mental, and emotional well-being
- Promotes teamwork, cooperation, and social skills

5. Achieves Educational Goals

- Lessons have clear objectives aligned with educational standards
- Enables better assessment and feedback for student growth

6. Creates a Positive Learning Environment

- Fosters a safe and supportive environment for risk-taking and new activities
- Encourages positive relationships between students and teachers

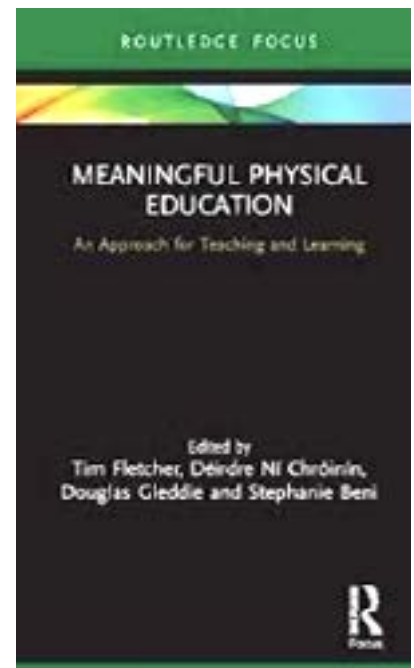
7. Fosters Meaningfulness

- Connects activities to personal goals, making PE meaningful
- Encourages reflection on the value of physical activity

8. Empowers Students

- Provides choice and agency, increasing student ownership of learning
- Helps students understand the purpose behind activities, fostering engagement

Intentional teaching in PE creates a program that meets educational standards while enhancing student well-being and personal development. As you move forward in your own teaching, I challenge you all to take a look into this framework and see how it can help you improve your teaching even more.

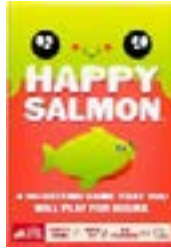




Teaching Ideas . . .

Connection and Community

Crazy as it may sound, but my number one goal as an elementary physical education teacher is NOT skill development and acquisition. Is it important? Of course! However, above all, I want my students to feel a sense of security and belonging when they are in the gym. I tell them, "You don't have to be the best, but I always want you to be respectful, kind, and a good teammate."



Connection and content go hand in hand. Many of our students won't remember the name of the activity or the skill that we worked on in class, but they will remember how they felt. If their experience was negative, those students can be turned off to movement and physical activity. However, when students feel connected to the class and respected by their teacher and peers, we can turn them on to movement. This, in turn, will lead to skill development and acquisition.

In order to facilitate this sense of belonging and community, I spend much of the first few weeks working on developing respect, trust, and kindness. One activity I do with my 3-5 students is called Happy Salmon. Please watch the following video for an explanation of the activity. <https://www.youtube.com/watch?v=gRij-po0B20>

Happy Salmon cards can be purchased at many retail stores or online. Have a great school year!

– Kim Selby, Elementary VP
Wilson Elementary School, Sheboygan, WI

ASSESSMENT IN PE

"one of the most fraught and troublesome issues physical educators have had to deal with over the past 40 years or so."
(López-Pastor et al. 2013)

5 Steps to Make Assessment Easier

- 1. What are students learning?**
Learning standards from state or provincial curriculum
- 2. Breakdown into small targets**
Unpack standard into individual steps/targets to make teaching & learning easier
- 3. Success criteria for each target**
For each learning target, what does success look like?
- 4. How's it going?**
Success criteria provides a lens to see how students are progressing with learning
- 5. WHAT'S NEXT?**
Next steps in teaching & learning
How students are doing with learning informs next steps for what to teach

– Submitted by Mary Wentland

Hole in One Instant Activity

– Created by Tim Mueller@MuellerTimPE

This instant activity is for grades K – 5. It focuses on underhand throwing, aiming for targets, counting, perseverance, and integrity.

Equipment Needed: 12-24 buckets or small containers, 3-5 different small balls (5 – 20 of each) Possible Balls to use: 3" gator skin foam balls, plastic golf balls, plastic playland balls, 3" foam balls, birdies, fleece balls, etc.



Set-up: Spread buckets out all around the playing area. Assortment of the different types of balls in containers outside playing area.

Directions: Each student chooses a ball and works to get 9 hole in ones. A hole in one is an underhand toss of their ball into a bucket from at least 2 steps away. After scoring a hole in one in 9 different buckets, students return their ball and choose a different ball. Each time a student gets a new ball, they again try to achieve 9 hole in ones. Students must keep track of their own score and work to complete as many 9 holes as possible in the allowed time.

Key Points to emphasize:

1. Integrity throughout the activity
2. Proper underhand throwing form
3. Finding open buckets with no one else at it
4. Perseverance throughout the activity

Variations:

Ball must bounce on ground before going into the bucket.



It's in the Cup Activity

Each student has their own bucket or giant cup. Students work on their own to toss their ball up in the air and move the cup to catch it in the cup. After 9 successful catches in the cup, students get a new ball.

Here was a fun silly game I did for one of my summer school classes. This is a simple game with no equipment beside the students' footwear.

Hoppin' Shoe Relay

There are two teams in a long line facing each other about 10 feet away. In the middle each student puts one of their shoes in the middle. Thus creating two shoe lines in the middle and each student will be facing their shoe. Each team has their first person in line hop to the middle to their shoe, put their shoe on, and then run back to their line. After reaching their line, then the next person in line hops to the middle. The race goes on until everyone has both their shoes on and ends up back in their lines. Then try hopping backwards or hopping while connected with a partner.

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



Teaching Ideas . . .

Pedal Power: Mountain Biking Adventures for Educators

– Authors: *Chris Stratton, University of Wisconsin Oshkosh/Appleton Area School District;*
Alex Mueller, University of Wisconsin Oshkosh, & Ben Herland, Sturgeon Bay Schools

Introduction

Are you considering adding some spice to your current adventure education curriculum? Why not try out mountain biking? Mountain biking is a thrilling activity that gets your heart pumping. It can also serve as a tool for students to build their social and emotional skills. The Wisconsin Interscholastic Cycling League, a chapter of the National Interscholastic Cycling Association (NICA), has 92 teams, 1153 coaches, and 1904 student-athletes (Wisconsin High School Cycling League, n.d.). Almost 2,000 middle and high school students have a passion for mountain biking. Why not expose more students to this fast-growing lifetime activity in physical education? This article will help you start a mountain bike unit at your school.

First Pedal Strokes

So, where do you start? Inventory. Taking stock of your resources within your school and community is critical. Good teachers and coaches surround themselves with people who can help with their weaknesses. The first thing to consider is your greatest tool- yourself. What do you feel are your greatest strengths in this unit? Is it teaching skills? Tuning equipment? Getting the right community members to help? All these questions will help you as you take your first formative "pedal strokes" towards building a robust unit. We are building a unit within our Adventure Education/Outdoor Pursuits classes in the Appleton Area School District. As a former bike shop employee, I can tune bikes. Taking inventory, I was able to salvage twelve bikes that were lying around our storage areas. Now that some students will have their bikes (which we encourage), I am still looking for more bikes. I have been in touch with local police departments that pick up bikes on the street so that they can donate them to our program. For bikes I need help fixing I have worked closely with a local bike shop that volunteers their services, only charging us for the cost of parts. The local shop I go to also gives free advice and support to students who bring their bikes that need fixing. Knowing I was on the right track regarding equipment, I wanted to ensure I was on the right track regarding on-the-bike skills.

Finding Balance

My son will be in sixth grade this school year and is joining the Fox Valley Composite Mountain Bike team. Having attended their first parent meeting this spring, I am encouraged by the team director and head coach to become a volunteer coach. By becoming a volunteer coach, I had to go through about four hours of online professional development that started getting me to think about the structure of teaching students to mountain bike. Although I have been participating in the sport for over 20 years, I found the online training helpful in compiling a cohesive scope and sequence for our unit in Appleton. If you are not interested in becoming a volunteer NICA coach, that is okay. NICA offers a face-to-face On-the-Bike 101 course that anyone can sign up for. In this four-hour training, you will learn the basics of safety on the trail, methods of instruction, essentials, and skills such as neutral and ready position, braking, bike body separation, shifting, and climbing. When I took the class, I met coaches from other teams and some bike shop owners who were more than willing to help me. On top of the contacts I made in the 101 course, I also have been in contact with the Fox Valley Composite head coach. The two of us plan to sit down together to detail further what each lesson plan will look like. If you look in the right places, people everywhere have a passion for riding.

Cruising

Ben Herland has successfully created and implemented mountain biking in the Delavan-Darien School District and Sturgeon Bay Schools. His program teaches students essential bike maintenance, on-the-bike, and trail reading skills. His units use concepts and skills from multiple units, such as map reading, problem-solving, creativity, and physics, such as gravity, force, friction, and community engagement. The summative experience for his students is taking their bikes out on a local trail. Options are limitless as far as riding goes. There are organizations out there that can help you create obstacles, which can be done on any flat, grassy surface. Local trail organizations are another option to help point you in the right direction and build a robust summative that connects what you are doing in class to the local community.

Freeriding

Ready to start the process of getting things started at your school? At the 2024 convention, Ben Herland, Alex Mueller, and I will host a session on building a unit at your school. In this interactive session, we will also have some bikes to help us with our skills. Please bring a bike and join us for a ride on a local trail on Friday morning. Our session is an excellent first step to connecting with other teachers who teach mountain biking and offering you advice on grants for equipment, the curriculum-building process, learning new skills, and community partnerships. We look forward to seeing you there!

References

Wisconsin High School Cycling League. (n.d.). ABOUT – Wisconsin Interscholastic Cycling League. Retrieved July 10, 2024, from <https://wisconsinmtb.org/about/>



Teaching Ideas . . .

Walk & Talk to Group Discussion

The most requested way to start class from my students is the Walk & Talk. Here's how to keep it intentional & cultivate effective communication.

1. Give students a statement or quote to introduce the topic for the lesson: "If you think you are too small to make a difference, try sleeping with a mosquito".



2. Instruct students to chat about the statement with a partner on their walk. Do they agree/disagree? What do they think the quote has to do with health & wellness? What might be missing from the quote? Etc...

3. After the walk, give students 2-3 minutes to respond to the statement in writing. I give quotes in written format for students to reference during the walk and while they are writing a response. The response has to include their "why".

4. Facilitate a group discussion by asking a few students to share their written responses or what they talked about with their partners.

5. Lead the discussion into introducing the learning targets and rationale for the lesson.

Other tips. While students are writing I walk around to check in and read a few responses. When starting open discussion I will ask for volunteers first and then move onto my attendance list where I track who has had a chance to share out loud. If there is a student I know is anxious to share in a group setting, I will make sure they have a response and give them a heads up on when I will ask them to share. If there are students who routinely do not have a response and try to avoid sharing, I will generate a conversation on a walk with them and share in discussion what we talked about, giving them an opportunity to confirm my paraphrasing or add to it.

Here is another way to structure a walk & talk from **Kids Discover**.

– Submitted by **Allisha Blanchette**

New Vape Pens

– Submitted by **Mary Wentland**

Wanted to make you aware of the new vape pens going around schools. It works as an actual pen, sharpie or highlighter, but also has a vape cartridge to inhale.



Coaching ≠ Teaching... or Does It?

Since April, I have had the opportunity to coach basketball for my old AAU program. As someone who has played college basketball, and currently works for Badger Men's Basketball, I was eager to take the position to begin my coaching career. For the past four months, I have been the head coach for 10 seventh grade boys... joy!! This past weekend wrapped up our last tournament of the season. We didn't play as well as I was hoping, however, this entire experience has given me a different perspective, and a new extra appreciation for assistant coaches.

I have learned that middle school boys can be an interesting group to work with. While difficult at times, I didn't totally loathe the hours we spent together. Coaching is a commitment, as is teaching. Not only was I driving to and from WI & IL, I was making practice plans, drawing up plays, and dealing with parents! I had to figure out what my line was, and how I was going to react when it was crossed, how to earn respect, and how to also still have them like me! While things in the classroom are a bit different than coaching basketball, there are many similarities. I am very thankful for this opportunity, and definitely feel like it benefited me as I go forward with my student teaching this fall. I still have a lot to learn, and much to experience, both as a teacher and a coach. While I am glad that this summer season is over (I am ready for a little break!) I love what I do, and do what I do because it is my passion. I am eager to continue working with students on and off the court!

– Submitted by **Kaycia Zimmerman**,
WHPE Future Professional VP, UW-Madison

Attention! Physical Education and Health Teachers!

Why Use the Dove Self-Esteem Curriculum? Talking Points

If you have not visited the Dove Confident Me! site lately, there is some new information about body confidence in the area of coaching/sports. There are great tips about talking in a "body neutral" language to focus more on the internal drive of your students/athletes. Please use the google form to sign up and receive the free curriculum <https://forms.gle/PxQIRXfSQzXctLev9>

You have started using or want to use the Dove Self-Esteem Curriculum, what are some talking points that you can use with different interest groups?

Administration:

- Safe and Supportive School Environments increase attendance
- Professional Development
- Free, "turn-key" curriculum
- Whole Child, Whole Community Approach

Coffee Shop Conversation:

- Did you see the Super Bowl commercial?
- Use Youtube to show Dove Self-Esteem Project Videos
- What role do you play in the lives of youth?

Parent Interest Groups:

- Evidence Based
- Inclusive for all youth
- Behavior Intervention
- After School Activities

Non-Profit Organizations:

- Build confidence in future community members
- Partnership
- Philanthropy

– Submitted by **Patty Zemke**, WHPE Health Division VP, Wausau Schools



Teaching Ideas

Teaching Students International Games and Sports in Physical Education

In an increasingly interconnected world, exposure to diverse cultures is essential for fostering global awareness and empathy among students. Physical education (PE) offers a unique opportunity to introduce students to international games and sports, enriching their cultural understanding while promoting physical fitness. This article explores the benefits of incorporating international games into PE curricula and offers strategies for effectively teaching these activities.

The Benefits of International Games in PE

1. Cultural Awareness and Appreciation: Learning about games from different countries exposes students to various cultural traditions and values. This fosters respect and appreciation for diversity, helping students develop a global perspective.
2. Enhanced Social Skills: Participating in international games encourages teamwork, communication, and cooperation. These activities often involve unique rules and strategies, requiring students to work together and think critically.
3. Physical Fitness and Skill Development: International games can introduce new physical challenges and movements, broadening students' physical skills. This variety can make PE more engaging and enjoyable, motivating students to participate actively.
4. Inclusion and Diversity: Introducing games from various cultures can make PE more inclusive, allowing students from different backgrounds to share and celebrate their heritage. This promotes a sense of belonging and community within the classroom.

Strategies for Teaching International Games in PE

1. Research and Preparation: Start by researching a variety of international games and sports. Look for activities that are age-appropriate, safe, and feasible within your available facilities and equipment. Familiarize yourself with the rules, history, and cultural significance of each game.
2. Cultural Context and Education: Before playing the game, provide students with background information about its origin and cultural context. This can be done through short presentations, videos, or guest speakers. Understanding the cultural significance of the game enhances students' appreciation and engagement.
3. Adaptation and Modification: Adapt international games to fit your students' age, skill level, and available resources. Modify rules, equipment, or playing areas as needed to ensure that all students can participate safely and successfully.
4. Inclusivity and Sensitivity: Be mindful of cultural sensitivities and ensure that the introduction of international games is respectful and inclusive. Avoid stereotyping or trivializing cultural traditions. Encourage students to share their own cultural games and sports, fostering a diverse and inclusive environment.
5. Interactive Learning: Use interactive teaching methods to engage students in learning about international games. This can include hands-on demonstrations, practice sessions, and peer teaching. Encourage students to ask questions and share their thoughts on the games.
6. Integration with Curriculum: Integrate international games with other subjects to create cross-curricular learning opportunities. For example, you can tie geography lessons to

the origins of the games, or explore the mathematical aspects of scoring and strategy.

7. Reflection and Discussion: After playing the games, facilitate discussions and reflections on students' experiences. Ask questions about what they learned, how they felt, and how the games compared to those they were already familiar with. This reflection helps reinforce the cultural and educational value of the activities.

Examples of International Games and Sports

1. Kabaddi (India): A team sport that combines elements of tag and wrestling. Players take turns running into the opposing team's half, attempting to tag as many opponents as possible without being caught.
2. Sepak Takraw (Southeast Asia): A sport similar to volleyball but played with a rattan ball and using feet, knees, chest, and head instead of hands.
3. Peteca (Brazil): A traditional shuttlecock game where players use their hands to hit a feathered shuttlecock over a net, similar to badminton.
4. Bocce (Italy): A precision sport similar to bowling, where players aim to throw balls as close as possible to a target ball.
5. Netball (England): A team sport similar to basketball, with specific rules regarding ball handling and player movement.

Conclusion

Teaching international games and sports in physical education enriches students' cultural understanding, enhances their physical fitness, and promotes inclusivity. By thoughtfully incorporating these activities into PE curricula, educators can create a dynamic and engaging learning environment that prepares students for a diverse and interconnected world. Embracing the global nature of sports and games not only broadens students' horizons but also fosters a spirit of unity and respect for cultural diversity.

– Submitted by Nikki Hollett, WHPE College / University Division VP, UW-Whitewater

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Teaching Ideas

Strategies for Helping Challenging Students

If your classes are like mine, you have students that can be extra challenging and quick to anger, frustration, or anxiety. These are a few strategies I employ to help my classes run smoother.

- It all starts with connection. When students feel seen, heard, and valued they are more likely to feel safe and be able to regulate their emotions better. Greeting and checking in with students before class starts is a must.
- If a student is escalating, check in with them in a way that is helpful for them. Often a calm tone, hand on the shoulder, and a "what do you need right now?" can go a long way to prevent further escalation. Raising my voice towards a loud, frustrated student has rarely been helpful for me.
- Humor can often diffuse a situation.
- Be predictable in your routines and structure, and let those students know of changes when you can.
- Praise and acknowledge students when they are being successful but realize not all students want that praise publicly, especially in a middle school setting.
- Find ways they can be involved in the management of the class. Possibly setting up equipment, leading a warm up, etc.
- Get to know them outside of the classroom, possibly at lunch, recess or an after-school activity.

– Ryan McKinney, WHPE Middle School VP, Spooner Middle School

Vulnerability: Trial or Tribulation?

Respecting others opinions, being supportive, showing empathy, including others, appreciating diversity, being honest, showing responsible personal and social behavior, having a growth mindset; these are all common themes that are associated with a positive classroom environment. These themes are also highlights of social emotional learning lessons both in the health education setting and other classrooms. Additionally, professional practice goals and student learning outcomes on the educator effectiveness system have the opportunity to highlight SEL competencies. However, what if we are missing a key? When you hear vulnerability, what comes to mind? Is it associated with being too emotional? Exposed? Weak? Unable to stand up for oneself? While listening to a podcast called "Playing with Research in Health and Physical Education" a guest brought up the need for vulnerability within the classroom. The guest spoke about how to them vulnerability means being open. This radical shift in perspective has the opportunity to transform a classroom, team, and school culture. Vulnerability is a call to action for staff and students regarding the positive personal and social qualities outlined in the opening sentence. If we can change the context surrounding vulnerability, commit to vulnerability, how will your classrooms, extracurricular activities, and school culture be strengthened as a result?

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



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From your Executive Director

Advocacy in Action: How WHPE Champions Health and Physical Education Issues

Boots on the Ground Effective Advocacy for Health and Physical Education

Advocating for Health and Physical Education is crucial, and there are many ways to make an impact. Recently, WHPE assisted the Wi Dpi to provide written testimony before the Obesity Task Force. Working with the WI DPI Health and Physical Education Consultant and the WI DPI School Nursing and Health Services, we cited findings from the Comprehensive School Physical Activity Program (CSPAP) to help inform and provide viable action. As this bill traveled through the committee and came up for action to the full legislator assembly, WHPE along with WI DPI, reached out to educators to quickly respond with facts. We expressed direct opposition to the proposed legislative plan. The bill, as written, was gavelled out of session. Our informed voice and collective response did influence legislative action.

In another legislative issue, WHPE worked with the Wisconsin Dance Council and others to respond to an impending change to Dance Teachers' licenses by gathering key information, crafting an informative plea, and launching a targeted grassroots electronic write-in campaign. We reached out to dance teachers statewide, asking for their help. The response was overwhelming, with educators from all over the state making their voices heard. Our collective efforts demonstrated the strength and unity of our community to legislators.

Real Constituents Add Weight to the Cause ... Advocacy efforts are essential because they show legislators that their constituents care deeply about an issue, prompting them to take notice. This is particularly vital for lower-profile issues, where legislators and their staff might be uncertain about the level of interest. Grassroots advocacy efforts ensure that messages come from real constituents, adding significant weight to the cause.

Forcing Legislators to Take a Position ... A lesser-known benefit of grassroots advocacy is that most state Legislature offices take the time to respond to constituent emails and letters. When enough letters on a specific subject are sent, legislative correspondents must draft a response. This draft needs approval from the Legislative Assistant and the Legislative Director, forcing them to research and discuss the issue.

Personal Stories and Connections ... Advocacy actions are powerful when connected to a personal story about why an issue matters to them. When you share your reasons, it provides a valuable bank of stories to share with legislators. These stories can be particularly persuasive, helping to sway undecided legislators by highlighting the real-life impact of the issue.

The Power of Individual Action ... Never underestimate the power of individual action. Your everyday actions can educate those around you in your school, community, and at the state legislature level. Invite others in your community to join you by taking simple steps to create positive results.

Here in Wisconsin ... Wisconsin's legislative process operates within a very short window of opportunity. Once a bill is written, it receives a bill number and goes through three readings. Once placed on the daily reading notice, interested individuals (like us) must take action within 24 hours. WHPE will do its best to distribute information promptly and ask that you consider acting swiftly. If you become aware of a situation, please inform the WHPE office as quickly as possible so we can mobilize and raise our voices together.

When legislators are not in session, meeting with your community leaders can take courage. However, inviting them into your classroom and providing a current updated window into what Health and Physical Education is NOW, will raise awareness of the current state of Health and Physical Education, in most cases a high contrast with their own school experiences.

By staying engaged and proactive, we can continue to champion the causes that matter most to our HPE community and ensure that Health and Physical Education remain a priority in Wisconsin.