



WHPE

WISCONSIN HEALTH AND PHYSICAL EDUCATION
NEWSLETTER

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www.whpe.us

Our mission ...

is to provide members with professional development opportunities and be advocates for our profession.



What an incredible honor it is to serve as your new president. I'm filled with excitement and gratitude as I step into this role. I want to take a moment to express my heartfelt appreciation to each and every one of you for your belief in me and unwavering support. I also want to take a moment to recognize and honor our Past President, Mary Wentland, for her exceptional leadership and dedication to our organization. Her theme, Good to Grow, was truly impactful, and we were fortunate to have her represent WHPE as our president. Thank you, Mary!

At this time it gives me great pleasure to share my vision with you all. As some of you may know, I've been coaching tennis for the past 30 years. As I embark on this new journey, I'm thrilled to share my theme for the next two years: "First Serve." In tennis, the first serve is crucial; it sets the tone for the match. In the same way, our first serves as educators establish the foundation for the experiences we create for our students, our professional organizations and our learning communities. It's about teaching with purpose, passion, and providing meaningful experiences for our students.



One vital opportunity for us to serve our profession and our students is at the state convention. This event is not just a gathering; it's an essential step in fostering collaboration, sharing best practices, and igniting our collective passion for health and physical education. My mission as president is to embody this theme and serve in ways that center advocacy, membership growth, engaging our future professionals and providing professional development to our members to enhance our teaching practices to better serve our students.

As we look ahead, let's keep our ultimate goal in focus: serving our students first. They are the heart of our mission. Let's approach every interaction as a meaningful "first serve," inspiring them to "return" to our classrooms eager to move, learn, and thrive. Let's embrace the spirit of "First Serve" and lead with purpose and passion.

Sandee Ortiz-NBCT, WHPE President

Come Join Us on Capitol Hill

Written By: Katie Shulfer, DC Everest Senior High, High School VP



What a great experience to advocate on behalf of your students. On Wednesday, February 26, 2025, health and physical education teachers head to capitol hill in Washington D.C. to talk about their students and the impact PE and health play's on their lives everyday. It is an awesome experience you will never forget.

Register here: <https://shapeamerica.org/events/speakoutday/default.aspx?hkey=9aace564-be57-4425-9a68-0e157395d995>

Save the Date!

"Winter Wisdom"

February 12th at 7 pm

March 12th at 7 pm



WHPE is working to provide continuous professional development opportunities for our membership. Please plan on being actively involved with the topics and engage in growing a common understanding of topics in the H/PE community.

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

ACCOLADES ... Well done!



Congratulations to Stephanie Fencl, Westby School District, for receiving the Top Notch Teacher Award from News 8.

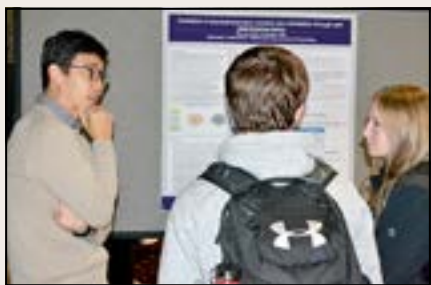
2024 WHPE Convention ...

WHPE Convention 2024 a huge success!

This year's WHPE convention was held on October 23-25, 2024 at the Kalahari Resorts and Conventions, Wisconsin Dells. WHPE was privileged to host over 600 attendees, with 13 featured speakers, over 90 breakout sessions, 5 posters as part of our poster session and 31 exhibitors filling the exhibits hall. A highlight was the Keynote address by Kristi Mally, entitled "R.A.D.I.C.A.L. Growth for Our Students, Our Programs, and Ourselves". The convention wrapped up with 8 roundtable discussions. Thank you to all those who attended, presented and made this convention a success.

Mark Your Calendars for the 2025 Convention, October 29-31, once again to be held at the Kalahari Resorts and Conventions, Wisconsin Dells.





Members Receive Awards as Part of Annual WHPE Convention

The following individuals were recognized during the Awards' Social:

ADVOCACY AWARD:



Wendy Wiesjahn

RETIREMENT:



Jeff Johnson and Jenifer Day-Nelson
Not pictured: Ann Kollross Haupt

OUTSTANDING SERVICE AWARD:



Alisha Blanchette



Sadie Brown



Brenda Erdman

FUTURE PROFESSIONAL LEADERSHIP:



Kaycia Zimmerman

HEALTH TOY:



Nathan Korth

WHPE Membership Longevity

~ 20 Year ~

Gary Carpenter, Kimberly Gamble, Jennifer Jensen, Kevin Koch, Kristi Mally, Andrew Roloff, James Will; Josh Zielinski

~ 30 Year ~

Karen Lettner, Kristen Lien, Kelly Mann; Lisa Strauss



Lisa Strauss

~ 40 Year ~

Patricia Abraham, Ed Brown, Diane Corrigan, Kitty Erdman, Sharon Stoll



Patti Abraham

~ 50 Year ~

Karen Cowan; Christine Zvara

ELEMENTARY PE TOY:



Stacy Cappozzo

MIDDLE SCHOOL PE TOY:



Courtney Lukasavitz

HONOR AWARD:

Deb Sazama

Necrologist Report

If you become aware of the death of a WHPE member, please contact:
Necrologist - c/o WHPE
Mitchell Hall - 1725 State Street
La Crosse, WI 54601

800-441-4568; 608-785-8175; whpe@uwlax.edu



WHPE Membership Longevity

Sharon Stoll - 40 Year Member

Forty years seems like a long time but it certainly hasn't felt like 40 years. I taught for the Unity School District in Balsam Lake as an elementary physical education teacher and adapted physical education teacher for 35 years. One of the biggest highlights of my career was when our District was awarded a PEP Grant. The grant allowed us to offer our students so many more opportunities and experiences beyond the traditional curriculum.

In addition to teaching, I was the pool director for 10 years where I trained lifeguards as well as coordinated the swimming program for area schools. I also coached middle school volleyball for 32 years and middle school basketball for 27 years. After the 2022/23 school year I retired but continued working for the District as a substitute teacher, athletic trainer, athletic event worker, and a WIAA volleyball official.



50 Year Member - Christine Zvara

My favorite memory of my time in WHPE(WAHPERD) can not be pinpointed to one event or one person. My favorite was being actively involved in the operations of the organization. Giving my time and energy to WHPE, while it brought new lifelong friendships into my life, professional connections, and working with other professionals with the same passion for our jobs. These connections helped me navigate my way through 39 years of teaching. As one fellow colleague said, We work hard and play hard!!!!!! JRFH task force comes to mind. Several WHPE members were on that committee, with a good handful of us serving for more than 25 years. We worked hard to promote and grow the program and had great fun along the way. When I think of all my favorite memories of conventions, presentations, discussions, and workshops, they all revolve around the people that made WHPE a wonderful organization to belong to. Many of those amazing colleagues I can call my lifetime friends. In my retirement years, I take the time to enjoy all the things I love to do. (traveling, getting out of the cold winters to the southwest, biking, golf, kayaking, crafting, gardening, special projects, time with family, grandkids and friends and volunteering in local charities) I am always up for a new adventure or experience. Friends always ask if we ever stay home, and we do, until the next adventure calls. Staying active is what keeps me going. All opportunities for reunions are terrific, and I try to make them. Life is truly a blessing filled with amazing people. Life is Good!! Christine Zvara



50 Year Member - Karen Cowan

My favorite memories of my time with WAHPERD (now WHPE)

1. Working with all the dedicated members
2. Serving as Executive Director
3. Serving as the Dance Division Chair

What am I doing now...

Many of the Packer Golden Girls were from Sturgeon Bay, WI. The Door County Historical Museum has a permanent Golden Girl exhibit. I am planning an event at the Museum for Draft days, April 24-26, 2025.



In addition, Executive Director, Penny Kroening, recognized two lifelong members and Past Presidents with Association Special Recognition for having contributed over 20 years of association service following their respective presidential terms - Scott Frazier as Financial Chair and Kris Fritz as Awards' Chair.



Kris Fritz



Scott Frazier

Recognition was given to Rebecca Abler, Shawn Burns, Nathan Heinritz, Nathali Jones and Lucy Lozar who have achieved the criteria to qualify as NBCT.

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

WI University SHAPE Student Majors of the Year:

Abby King, UW-Stevens Point; Dylan Jensen, UW-Stevens Point; Sawyer Koplien, UW-Eau Claire; Rylee Stauner, UW-Eau Claire; Ben Williams, UW-River Falls; Jager Reissmann, UW-River Falls; Caylee Fry, UW-Oshkosh; Katie Kramer, Winona; Kassi Heins, UW- La Crosse; Sarah Pena, Carthage

- ◆ Taylor Olson – Midwest Outstanding Student
- ◆ Dr. Dan Timm – Midwest Honor Award
- ◆ Jo Bailey – North American Society Fellow
- ◆ Sandee Ortiz – Midwest Past President
- ◆ Ryan McKinney – SHAPE Middle School National PE TOY

The evening concluded with President Sandee Ortiz being honored with a Wisconsin State Senatorial October Proclamation from Senator Melissa Agard recognizing Sandee for overcoming breast cancer in her return to serve both WHPE and the citizens of Wisconsin as a teacher, coach and new WHPE President.



Sandee Ortiz

WHPE congratulates all award recipients and thanks those who made the program happen. Members are reminded to nominate deserving colleagues for next year's awards by Feb. 1, 2025. Please check with potential nominees and consult the WHPE website for specific criteria prior to doing so.



THE PROGRAM YOU LOVE... NOW WITH MORE PERKS!

We're teaming up with the school fundraising experts at Booster to:

- + Save you valuable time
- + Give you personalized support
- + Turn up the excitement for your event
- + AND... increase the funds you raise!!!

HOW IT WORKS

- ✔ **BOOSTER** designs an 8-10 day program for your school and guides you through the process
- ✔ **BOOSTER** provides you with professionally designed promotional materials to get the word out
- ✔ **BOOSTER** supplies you with prizes and custom character videos to help you get your students excited and increase participation
- ✔ **YOU** maximize the funds you raise and your school keeps more than 50% of the profit! Plus - the HPE teacher leading the program receives a Gopher gift card valued at 5% of funds raised with a \$250 match from Booster!



START FUNDRAISING TODAY!

 healthmovesminds.org

Health Teaching Ideas . . .

6 Main Character Traits - Table Work – Submitted by Mary Wentland

6 Main Character Traits (core concept) - Your character is who you are, your reputation is who people think you are. Character should be worked on daily.

This assignment can be done individually or as a group using butcher block paper and then hung up for a gallery walk and discussion.

■ TRUSTWORTHY

Color: Why is the character trait the color that is highlighted/given?

Definition (in your own words):

Example Image:

Simile (must have like or as in sentence):

Y it out:

What does trustworthy sound like?

What does trustworthy look like (image)?

What does trustworthy feel like?

■ CARING

Color: Why is the character trait the color that is highlighted/given?

Definition (in your own words):

Example Image:

Simile (must have like or as in sentence):

Y it out:

What does caring sound like?

What does caring look like (image)?

What does caring feel like?

■ FAIRNESS

Color: Why is the character trait the color that is highlighted/given?

Definition (in your own words):

Example Image:

Simile (must have like or as in sentence):

Y it out:

What does fairness sound like?

What does fairness look like (image)?

What does fairness feel like?

■ CITIZENSHIP

Color: Why is the character trait the color that is highlighted/given?

Definition (in your own words):

Example Image:

Simile (must have like or as in sentence):

Y it out:

What does citizenship sound like?

What does citizenship look like (image)?

What does citizenship feel like?

■ RESPECT

Color: Why is the character trait the color that is highlighted/given?

Definition (in your own words):

Example Image:

Simile (must have like or as in sentence):

Y it out:

What does respect sound like?

What does respect look like (image)?

What does respect feel like?

■ RESPONSIBILITY

Color: Why is the character trait the color that is highlighted/given?

Definition (in your own words):

Example Image:

Simile (must have like or as in sentence):

Y it out:

What does responsibility sound like?

What does responsibility look like (image)?

What does responsibility feel like?

Discussion Cards as a Tool for Discussion and Collaboration!

Recently, one of my favorite ways to help my students have academic conversations has been to use discussion cards. My students need a lot of structure this year when having academic conversations. Discussion cards have helped them because they already have the prompt/question for them to talk about. They are a non-threatening way for students to discuss because they work in a small group or large group setting. They foster collaboration because students will work with others who may not be their preferred peers.

As a teacher, I love them because there are a ton of different ways you can use them. I use them in a variety of ways. I have used them with partners, small groups, and more. I recently did a whole group way of doing it where the class divides in half and one of the rows shifts down every minute. I also love doing them in stations or as an intro activity.

The way I make my discussion cards is with open-ended questions. That way it does not narrow down the students in what their answers can be. For my classes that need more guidance, I will put a specific amount of examples or answers they may need to give for a specific question. I have a bunch of different questions related to the unit or topic. Sometimes it is conversations I know the students want to talk about or good brainstorming ideas. These can be used time and time again to help foster discussion and collaboration in the classroom. Try them out!

– Submitted by Chloe Allen, Health Division VP



Health Teaching Ideas . . .

Health Misinformation – Submitted by Yoonsin Oh

According to Adobe Express' report (2024), "Nearly 1 in 10 [of] Gen Zers are more likely to rely on TikTok than Google as a search engine" and that "64% of Gen Zers and 49% of millennials [have said that they've] used TikTok as a search engine." [Using TikTok as a Search Engine | Adobe Express](#) These are alarming statistics since TikTok and other social media may prioritize health misinformation, "false, inaccurate, or misleading [information] according to the best available evidence at the time" (Office of the U.S. Surgeon General, 2024) [Health Misinformation | HHS.gov](#), in part because so much is produced (UChicago, 2024) [Health information on TikTok: The good, the bad and the ugly | Biological Sciences Division](#). Vox (2023), for example, reports a TikTok trend to consume Borax despite adverse effects including possible vomiting, diarrhea, and anemia with no health benefits. [Why TikTokers are drinking laundry detergent](#)

One notable change in the new SHAPE America Health Education Standards is #3, "Access valid and reliable resources to support health and well-being of self and others" (SHAPE America, 2024) [New National Health Education Standards](#). It now includes how "misinformation and disinformation" affect health and well-being (grade 3-5) and how to use and apply strategies to manage misinformation and disinformation (grade 6-12) with new performance indicators. Given current trends and impacts of misinformation and disinformation, including them as part of a health curriculum is a great first step. We may need to not only address resource validity and reliability, but also how different search engines and platforms prioritize different information.

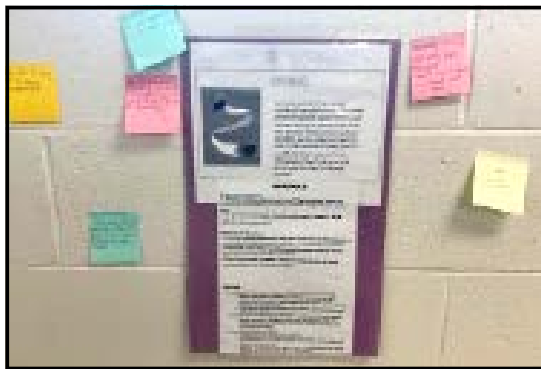
Sticky Note Discussions: A Fun and Engaging Way to Learn About Healthy Relationships

– Ian Lacasse, WHPE Southeast District Coordinator

Sticky note discussions offer a dynamic and engaging approach to teaching health education concepts. By encouraging active participation and critical thinking, this strategy can foster deeper understanding and meaningful conversations among students. For the lesson in the photo, we discussed the 10 signs of a healthy relationship from the One Love Foundation.

How it Works:

1. **Introduce the Topic:** Begin by introducing a specific health topic.
2. **Divide into Groups:** Divide your class into small groups of 3-4 students.
3. **Set Up Stations:** Create stations around the room, each with a specific question or prompt related to the topic.
4. **Assign Colors:** Assign each group a specific color of sticky notes. This will help you track the contributions of each group during the whole class discussion.
5. **Rotate and Discuss:** Instruct groups to rotate through the stations, spending a set amount of time at each one. At each station, group members should discuss the prompt and write their thoughts, questions, or responses on a sticky note.
6. **Post and Share:** Once a group has finished discussing a station, they should post their sticky notes on the wall next to the station.



7. **Whole-Class Discussion:** Bring the class back together to discuss the sticky notes. Facilitate a discussion by asking questions like:

- What were the most common themes in the sticky notes?
- Were there any surprising insights or questions?
- How can we apply what we've learned to our relationships?

Benefits of Sticky Note Discussions:

- **Increased Engagement:** Sticky note discussions can make learning more interactive and fun, keeping students engaged.
- **Deeper Understanding:** By discussing the topic with peers, students can develop a deeper understanding of the concepts.
- **Critical Thinking:** This strategy encourages students to analyze different perspectives and form their own opinions.
- **Communication Skills:** Students can practice their communication skills by explaining their ideas to others.
- **Visual Learning:** Visual learners can benefit from seeing the ideas of their classmates.

If The Chance Arises, Host a Student Teacher

I hope this message finds you all well after another great WHPE convention. After seeing all the university students at the convention I thought this would be a great topic to bring up for members to think about; taking on a student teacher. My name is Sara Bradley, and I have been teaching Physical Education and Health for 19 years, with the last 6 years spent in the Princeton School District, working with grades 4K-7.

I wanted to share my thoughts on the significance of hosting a student teacher in our gyms/classrooms. Over the past 6 years, I have had the opportunity of hosting students from Ripon College, and it has been a truly rewarding experience. Providing future educators with real-life classroom experience is crucial for their development. By sharing our gyms/classrooms and experiences, we not only contribute to their growth but also enrich our own teaching practices through collaboration and fresh perspectives. Below I share my top four reasons for opening my gym to hosting a student teacher.

1. Hands-On Experience

Student teachers need to practice what they learn in their classes. By being in a real classroom, they can see how lessons are taught, how to manage a classroom, and how to interact with students. This hands-on experience helps them feel more prepared for their own teaching careers.

2. Building Confidence

Teaching can be scary, especially for someone who is just starting out. When you host a student teacher,

you give them a chance to practice in a supportive environment. This helps them build confidence in their teaching abilities, which is important for their future success.

3. Fresh Ideas and Perspectives

Student teachers often bring new ideas and different ways of thinking to the classroom. They might have learned about the latest teaching methods or technologies that can engage students. This can lead to great collaborative experience for both the student teacher and host teacher.

4. Mentoring Opportunity

Hosting a student teacher gives you a chance to share your knowledge and experience. You can mentor them, giving them advice on how to handle different situations in the classroom. This can be a fulfilling experience as you help shape the next generation of educators.

If you have the opportunity, hosting a student teacher in your classroom is an excellent opportunity for everyone involved. It helps the student teacher gain valuable experience, builds their confidence, and brings fresh ideas into your classroom. Plus, it allows you to share your expertise and mentor someone who is passionate about education. It can be a rewarding experience for all!

– Sara Bradley
Princeton School District
4K-7 Health & Physical Education

Creating a Safe Environment

Creating a safe environment in our class both physically and mentally is extremely important which is why I have implemented the "Locker Room" for our gymnasium. It is a great place for when students start to have feelings that they can process them before bigger emotions escalate. Students can choose to head to the locker room on their own or I also request when I see that students are dysregulated or not following expectations. We utilize the "Locker Room" as a place to process and think about how we are feeling. Many of my older students are able to independently process the following quarters on their own and I assist my younger students through the process:

- 1st Quarter: How is my body feeling?
- 2nd Quarter: What thoughts do I have?
- 3rd Quarter: What is my emotional level?
- 4th Quarter: What strategy can I use?

I want them back in the "game" and participating in our activities and through hearing the students and their feelings, it has immensely helped with students processing their feelings and eliminating many of the bigger emotions that can come from playing competitive games or working together in a team or with a partner. This has been a wonderful benefit for our classroom culture.

I utilized the graphics from: Calm Down Area Printables: Self Regulation Calm Down Kit

– Jamie Blomquist, Physical Education Teacher, Knapp & Downsville Elementary

Meaningful PE - Opening the Door to Common Language and Reflective Practices – Kristen Csiacsek, Will Westphal and Morgan Wilson

As your knowledge and understanding of Meaningful PE grows the next step is to start to implement it into your teaching. A good place to start is to develop some common language around what makes movement experiences meaningful. Next you can start to explore ways for students to use the common language to reflect on their experiences.

Common Language

We have developed some visuals and statements that can help you and your students find the words for describing meaningfulness as it relates to the features of Meaningful PE. As you experiment with the descriptions and I statements we are suggesting, the hope is that you will find what works for you and your students and establish your own common language.

Motor Competence

“Like the rock climber, skill was important”

- I got to work on my skills in different ways
- I got time to practice my skills
- I got to learn a new skill
- I got to improve my skills
- I got to “show off” my skills
- I got to use my skills to help myself or team find success

Social Interaction

“Like the hiking group being with others is what made the movement experience meaningful”

- I got to interact with others
- I got to move as part of a group or team
- I got to move with other people around me
- I built a stronger connection with someone
- I found a connection with someone that challenged me
- I got to interact with others by cooperating, competing, celebrating, communicating, or problem solving.

Challenge

“Like the climber ½ way up the mountain-being in the middle not at the top or just starting, was a good place to be-the challenge is what makes it meaningful”

- I was challenged in a way that motivated me
- I found a way to move in a way that was a just right fit for me-My goldilocks challenge
- I did something that was hard for me and I am proud of it

Fun

“Like the climber rappelling down the movement experience enjoyable/entertaining/exciting”

- I was laughing and smiling while moving
- Moving made me happier
- I was entertained while moving

Personal Relevance-Life Improvements/Connections

“Like the hikers looking into the distance the movement experience had you reflecting on your own life”

- I made connections to things in my life
- I got to make my own decision/choices which made movement better for me
- The movement experience was connected to things in my life that I value, enjoy, or find interesting (for example activities I do on my own, health, personal emotions feelings, nature/outside, personal goals)

Delight

“The movement experience left you feeling like you were on top of the world, that time was standing still”

- I never wanted it to end
- I had an “I am loving it moment”
- Time flew by while moving
- When finishing I felt like I was on a mountain top-euphoric feeling

Reflective Practices

Meaningful Tap

Using the posters provided when prompted, students are required to come up to a collection of posters hanging on the wall and “2 finger tap” the features that they are connecting to. This strategy is developmentally appropriate for students when they are first learning about the features and the skill of reflection. Students don’t have to do much talking or explaining. It also allows students to identify multiple features.

Amped It Up or Down

Set up for this reflection would be for posters to be displayed horizontally and having a vertical scale under each poster representing low and high. Students could then identify the level of meaningfulness for each feature they choose.

Reflective Corners

Spread the poster around the gym. When prompted students will choose the poster they feel was the most meaningful for them and move to it. As students gather at the poster they can discuss their personal connection to feature with another student or as a group.

- Meaningful PE Posters with Rock Climbing Theme
- Meaningful PE Posters with General Images

Adapt-ed Physical Education

VS

Adapt-ive Physical Education

The Adapted physical education teacher is a direct service provider, not a related service provider. Physical education for children with disabilities is a federally mandated component of special education services [U.S.C.A. 1402 (25)]. This means that physical education needs to be provided to the student with a disability as part of the special education services that the child and family receive.

The terms **Adapt-ed** and **Adapt-ive** should not be used interchangeably to mean the same thing.

Read below to find out more:

Adapted (verb)

-to adapt, modify, or accommodate the equipment and/or environment, as needed.

Ex: We adapted the equipment to ensure the student remained safe and successful throughout the lesson.

Adaptive (adj.)

-to respond to behaviors, skills, and functions such as one's ability to meet standards, learning, personal independence, and/or social responsibility.

Ex: An adapted physical education teacher can help a student use adaptive equipment to become more independent during activity.

Winnick, J., & Porretta, D. (2022). *Adapted Physical Education and Sport* (7th ed.). Champaign, IL: Human Kinetics

– Submitted by Korey Kleinhans

Want to join a WHPE
Statewide GoogleDrive



Ninja Challenge Variations

– Submitted by Melanie Piacentine

I am sure most of you have seen or implemented some version of Jump Rope Ninja in your class, but have you ever thought about using the same idea for other units? This is a great way to engage students of varying skill levels and is easy to modify for different grade bands.

I have created a jump rope ninja, basketball ninja, and paddle/racket ninja. Students all start at the top and work their way down. When they successfully complete a level, they sign their name to the coordinating poster that I hang in the gym and move on to the next level. These are easy to modify so all learners can find success.

Jump Rope
Ninja Example

5 Forward Jumps - In a Row
10 Forward Jumps - In a Row
25 Forward Jumps - In a Row
10 Backwards, 10 Bell, 10 One-footed Jumps
10 Skier, 10 Straddle, 10 Scissor Jumps
5 Crossover, 5 Kick Swings, 5 Twist Jumps
5 Side Swing Crossovers, 5-360's, 5 Double Unders
6 Stunt Jump Rope Routine
8 Stunt Jump Rope Routine-with a start and finish

Basketball
Ninja Example

50 Bounce Passes
50 Chest Passes
50 Dribbles Either Hand - In a Row
50 Crossover Dribbles - In a Row
30 - 2 Ball Dribbles - In a Row
Make 10 Shots Inside the Lane
Make 10 Shots Outside the Lane
Teacher must see you! Make 7 Free Throws Teacher must see you!
Make 5 - 3 Point Shots

Paddle/Racket
Ninja

10 Hits with Paddle to Self - In a Row
10 Pancake Flips to Self - In a Row
10 Volleys to the Wall - In a Row
10 Volleys with a Partner - No Net
10 Volleys Over the Net - Pickleball
10 Volleys Over the Net - Tennis
10 Volleys Over that Net - Ping Pong
10 Volleys Over the Net - Badminton
10 Volleys Over the Net - Koosh

Pickleball

As pickleball continues to gain popularity in rural and urban areas, we have a great opportunity to create novelty and foster creativity within the classroom when it comes to developing and implementing pickleball skills. A couple of examples that I have found include: pickleball can jam, paddle net, and pickleball four square. Pickleball can jam allows students to develop serving, forehand, and backhand skills depending on the rule set; and allows for feedback related to body position, follow through, and striking motion. This game also allows students the opportunity to implement unique scoring and sequence rules to upward or downward extend the task (bounce vs no bounce, self toss vs partner toss, and number of hits before scoring to name a few). Paddle Net combines spikeball with pickleball, and can be used with a hula hoop to help promote control during gameplay. This activity promotes anticipation of distance/direction, getting feet set, varying the type of hit, and communication. Furthermore, students have the opportunity to self-select the type of ball used to modify the difficulty, with an eclipse ball, large



wiffle ball, and standard pickleball being potential options. Similarly, pickleball foursquare helps to build these competencies, while allowing educators and students to create rules whether playing with or without a net. Other considerations for students could include the size of the playing area and racquet used depending on ability level. Pickleball is a fantastic lifetime activity that continues to grow in popularity amongst all age levels, and we as educators have a great opportunity to create a stimulating successful classroom environment with the use of creativity and collaboration.

– **Thomas Fuller**
Chetek-Weyerhaeuser Area School District

PE Resources

Check out this **PE** Blog
by *Tim Mueller,*
Erin School District

<https://blog.gophersport.com/author/tim-mueller/>

Balance Activities

This past week, my students have been working on their balance with some fun activities. I found these activities in books, on social media, and from wonderful HPE professionals.

- Walk on Tug of War Rope
- Balance on One Foot and Play Catch with a Partner
- Balance a polyspot or bean bag on a noodle or rhythm stick
- Balance on one foot and balance a bean bag on different body parts
- Walk on a balance beam and balance a bean bag on different body parts
- Leap over a polyspot and land without putting the other foot down

I hope you can incorporate some of these ideas for your next balancing lessons.

– **Dustin Ambort,** *WHPE SW District Coordinator*
Elementary Physical Educator, Alma Center-Humbird-Merrillan



Using AI as your Assistant

As an educator, what tasks would you like to delegate or simplify? Which aspects of your teaching could use a boost? AI can help with that.

If you're not sure where to start, try exploring ChatGPT (openai.com). Ask it anything – whether it's helping you plan dinner or craft your next workout routine. You might be surprised by how useful it is! However, be mindful of its limitations. For example, when I asked it how many pizzas to order for 50 people, it suggested 2. Clearly, it's not perfect. This brings me to an important point: ALWAYS review AI-generated content before sharing it with students. AI can be incredibly helpful, but it's not flawless.

Why? Because it learns from data created by humans, and as you know, we're all biased in some way. Plus, not everything on the internet is accurate. Despite these flaws, AI is still a powerful tool for brainstorming, organizing ideas, and communicating clearly.

Give it a try and let me know how it works for you.

– **Courtney Lukasavitz,** *Indian Community School, Franklin WI @Courtney_Luka*

Great Reads!!

Chapters in Growth . . . Just when I think I have my curriculum exactly how I like it, I read a book or listen to a podcast! The books having the greatest impact on my teaching and coaching in the last year are:

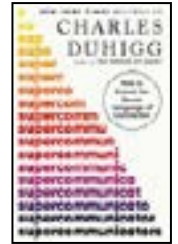
1. Together by Vivek Murthy

Murthy served as the 19th & 21st Surgeon General in the United States and has been researching what he calls loneliness, a public health concern. Murthy has championed human connection in his books and created an advisory on the healing effects of social connection. Murthy has also created a 5 for 5 Connection challenge with resources to better connect with the people in our lives.



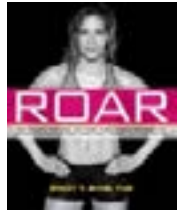
2. Supercommunicators by Charles Duhigg

What better way to foster connection in the Health & PE classroom than via communication skills? In his book Charles Duhigg unlocks the secret language of connection with techniques such as deep questions, matching, and looping.



3. Roar by Stacy Sims & Selene Yeager

Because most nutrition & training plans are backed by research on males, Sims seeks to work with the female physiology rather than omitting or fighting it. In her book Sims outlines changing female physiology from puberty to pregnancy to menopause. Whatever your reasons for picking up this book, teaching our girls how to work with their menstrual cycle rather than ignoring it can be key to enjoying a lifetime of physical activity.



– Submitted by Alisha Blanchette

A book that I recently read was **The Reason I Jump, written by Naoki Higashida**. This novel was published in his home country of Japan in 2007, but the impact of the book remains strong today. He gives great insight into the mind and thoughts of an individual with Autism, for parents, educators, and others to develop a better understanding of what it is like to have Autism. The thing that inspired me most about this book is the fact that he wrote it using an alphabet grid, meticulously tapping every letter to create words.

I have been able to use the information I learned by reading this book with my student who I volunteer with once a week at the UWL Motor Development program. She is a seven year old with autism, and I have been able to implement the information I learned from the book about the struggle these individuals have with receiving sensory input. I have been able to better understand her when she gets frustrated and am able to use this to create a better environment where she is successful in movement and learning. I thoroughly enjoyed this book and the message it sends, and it is a read that I will carry with me for the rest of my undergrad degree.



– Submitted by Kasey Hammill, Future Professional Division VP

Plan now to attend the 2025 WHPE Convention at the Kalahari Resort in Wisconsin Dells on October 29-31, 2025. Early Bird registration for current WHPE members will once again be \$150.

WHPE Celebrates the 2025 SHAPE America MidWest District Teachers of the Year

WHPE is thrilled to announce the incredible accomplishments of the Class of 2025 SHAPE America District Teachers of the Year! Congratulations to Courtney, Steve, and Sandee as the MidWest District TOY's. All our best as you continue the journey!!

- ◆ **Courtney Lukasavitz** – Middle School Teacher of the Year
- ◆ **Steve Eggerichs** – Adapted Physical Education Teacher of the Year
- ◆ **Sandee Ortiz** – Health Education Teacher of the Year

This prestigious recognition highlights your dedication, leadership, and impact on your school communities and beyond. WHPE is proud to celebrate your success and the positive difference you make every day. Congratulations to these outstanding educators!

Congratulations to the 2024 WHPE Convention survey winner, Melissa Petz, from Ashland School District. Melissa will receive a complimentary convention registration for the 2025 WHPE convention, to be held at the Kalahari Resort in Wisconsin Dells on October 29-31, 2025.

NEW! Department of Public Instruction (DPI) Student Services/Prevention and Wellness (SSPW)

Coordinated School Health Website & Healthy Schools Academy Looking to improve your school's health environment?

Student Services/Prevention and Wellness is excited for schools to join the Healthy Schools Academy. The Healthy Schools Academy has three participation levels and includes potential funding for schools.

*The Healthy Schools Academy has replaced the School Health Awards that ended in 2023.

For more information, contact Eileen Hare, Coordinated School Health Consultant, at eileen.hare@dpi.wi.gov

“Teaching English Learners – Advanced Fluency Stage” Culturally Responsive Health and Physical Education



– Dan Timm

Happy New Year everyone! I hope the break from classes was enjoyable and recharging, and 2025 provides a new start in your personal and professional lives.

In past newsletters, we’ve been discussing teaching English Learners in health and physical education. Individuals learning English go through five stages of language acquisition. The fourth stage is the Intermediate Fluency Stage where learners start to produce complex sentences, initiate questions in class, and increase their vocabulary exponentially.

As English Learners progress from the Intermediate Fluency Stage to the **Advanced Fluency Stage**, they focus on sharing of ideas and understanding others’ perspectives. Learners take on a near-native ability to speak English, although academic language may still be developing.

English Learners may take 5-7 years to reach the Advanced Fluency Stage. Visual and graphic supports continue to be encouraged because they support the brain mapping that is needed for concept development in English. Communication tools that support deep conversation, sharing of ideas, and clarification should be used.

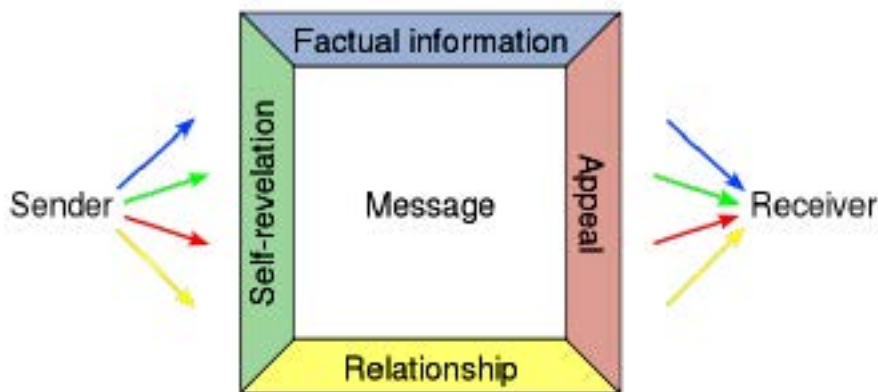
Learning Activity – A visual support that fosters concept development is a four-sides communication model. The model includes...

Factual information: what sender informs about

Self-revelation: what sender reveals about self

Relationship: what sender thinks about listener and how they get along

Appeal: what sender wants listener to do



The four-sides communication model supports understanding the components of conversation through clarifying the different parts of verbal communication. I’ve had PETE pre-service teachers select a statement a student could make in an activity and break down that statement using the model.

Assessment – Continues to monitor gaps in learning.

The more success an English Learner has in health and physical education classes, the more engaged they will be, the greater affinity they will have for the subjects, and a greater likelihood exists of their adhering to a healthy lifestyle.

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>

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.

New NBCT Liaison

As I step into the new role as the WHPE President, I reflect on the incredible journey I've had serving as the WHPE NBCT (National Board Certified Teacher) Liaison. It has been an absolute honor to work alongside so many dedicated professionals in our field, advocating for the importance of the National Board Certification and its impact on improving the quality of health and physical education programs across Wisconsin.

The National Board Certification is a rigorous process that ensures educators meet the highest standards of excellence, and it is through this process that we can push the boundaries of student success and provide students with meaningful experiences in our classrooms. Supporting and serving our WHPE members to pursue the boards has been a rewarding experience.

As I transition into my new role as President, I am thrilled to announce that Nathali Jones who recently became a NBCT, will be stepping into the position of NBCT Liaison for WHPE. It is with great confidence and excitement that I appoint Nathali, who brings a wealth of knowledge, experience, and passion for promoting the NBCT process and its transformative results it has on our teaching practices. Nathali has demonstrated exceptional leadership and dedication to WHPE and SHAPE Midwest. It is with great confidence that she will continue to inspire and serve our WHPE members in support of pursuing the board's certification.

Thank you for your continued support of WHPE and the National Board Certification process. Let's keep pushing forward in our mission to serve every student using best practices in health and physical education.

Sincerely,

Sandee Ortiz-NBCT, WHPE President



Nathali Jones

National Boards: Is it Right for You?

– Nathali Jones, University of Wisconsin - La Crosse, njones1@uwlax.edu

Hi Everyone! I am the new National Boards Leader for WHPE and joined the NBCT ranks in December, 2023.

I would like to give you a brief overview of the process, especially for those of you that may be contemplating starting this journey. If you are already in progress and have any questions about the prompts, please do not hesitate to contact me at the email listed above, I am here to help support you!

Before you can get started, you must have a valid teaching license and three years of teaching experience. There are four components to the National Boards Certification:

1. Content Knowledge
2. Differentiation in Instruction
3. Teaching Practice in Learning Environment
4. Effective and Reflective Practitioner

Over the next year, I will break down each component to help you prepare to record, reflect, and write. You have three academic years to attempt each component. Each component is scored and weighted separately to give you a total score. If you do not get a satisfactory score, you get an additional two years to make-up the component(s), making this up to a five year process.

Research if your district offers any professional development support, financial support, or financial

benefits to complete the National Board process. Currently DPI offers a reimbursement of up to \$2,000 upon becoming an NBCT. Each following year, you may apply for a \$2,500 or \$5,000 grant (depending on where you are employed) as long as you maintain your NBCT status. You must apply for these grants each year.

Take the summer before you intend to start to plan your academic year. Each component requires you to do very specific things with your students (except Component 1) and the more prepared you are the easier the process can be. Sign-up for the NBCT newsletters and register for one of their many free webinars or boot-camps. Being able to connect with others at the beginning and throughout the process will help you understand what NBPTS is specifically asking of you and help you hone your writing. NBPTS offers peer mentoring with people in your desired certification area. They can help hold you accountable to deadlines, proofread your work, and provide general moral support. There are also several Facebook groups dedicated to supporting candidates, and I learned quite a bit from other disciplines as well.

Good luck to all of you on this journey! Be patient with yourself and maintain a strong support system. Allow yourself to take a break and relax as you go through this process. It is challenging, but it is worth it.



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Celebrating Success and Building Community at WHPE Convention



By Penny Kroening
Executive Director

The Wisconsin Health and Physical Education (WHPE) Annual Convention continues to shine as a premier event for professional growth, collaboration, and inspiration among health and physical education professionals. This year's convention exceeded expectations for

many attendees who praised its seamless organization and the valuable opportunities it provided to learn and connect. As one participant put it, "WHPE was fantastic! This is something we look forward to every year, and this year the sessions I was able to attend were AMAZING!"

A significant highlight of the convention was the outstanding quality of presenters and sessions. Attendees appreciated the "good to phenomenal presenters" and the topics covered, catering to personal interests and professional goals. The keynote speaker, Kristy Maly, received special acclaim, with one attendee remarking, "She rocked it!" The sessions balanced depth and practicality, with participants finding the content "instantly usable" for their teaching environments. The success of the sessions reflects WHPE's dedication to providing relevant and engaging professional development opportunities.

Beyond the sessions, the convention fostered a strong sense of community and connection. Many attendees appreciated the chance to reconnect with colleagues and meet new professionals in the field. However, first-time attendees expressed a desire for more structured networking opportunities, such as a dedicated event for newcomers to meet other educators. One participant shared, "As a newbie attending the conference, I wish there would have been an opportunity to meet other educators." This feedback underscores

the importance of creating inclusive spaces for all attendees to feel welcomed and supported.

The convention's location at the Kalahari Resort in Wisconsin Dells also contributed to its success. The venue's amenities and the surrounding area provided a balance of professionalism and relaxation, making it an ideal setting for the event. Attendees highlighted the convenience of the format and appreciated the chance to explore the area after sessions. However, some noted logistical challenges, such as issues with the convention app for Android users, which impacted their ability to navigate the schedule. The convention booklet served as a helpful backup for the Android users. The app vendor has worked to debug the issue. If you are an Android user, please delete the App and upload the new version. This will allow you access to the digital version and all the conference session materials.

The WHPE Annual Convention remains a beloved tradition that inspires and empowers educators each year. From the high-caliber sessions to the strong sense of camaraderie, this event continues to build a community of passionate professionals committed to advancing health and physical education. As attendees look forward to next year, the feedback shared will undoubtedly help shape an even more impactful and inclusive convention in the future. As always, I will remind you that the WHPE convention needs YOU! When the call for the 2025 WHPE Fall Convention session proposals start arriving in your email box, RESPOND. Take ACTION. SHARE your Knowledge! The Success of the WHPE Community begins and continues with taking action to serve.

2025 Convention program proposal form link

- [2025 Convention Proposal Form](#)