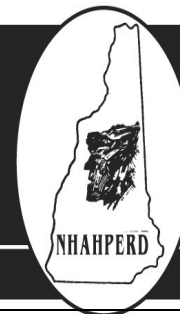


NHAHPERD NEWS

NEWSLETTER OF THE NEW HAMPSHIRE ASSOCIATION FOR
HEALTH, PHYSICAL EDUCATION, RECREATION & DANCE

FALL EDITION

October 2020



“Sharing our knowledge— a resource by our members for our members”

Amber McLane- President
amclane@sau73.org

I will never forget March 13, 2020, the day I said goodbye to my students in-person. I watched them exit the school realizing all of our lives were going to change dramatically. Physical Education and Health Remote teaching was an eye-opening experience with some ups and downs, which led to a summer of numerous webinars, task force re-entry meetings, and professional development experiences. I was experiencing high levels of anxiety and stress because I was trying to prepare myself for any and all teaching situations I would face, remote, hybrid, social distancing. The rollercoaster of emotions I was feeling during this pandemic taught me an important lesson, ***Practice What We Teach!*** As a Physical Education and Health teacher I have created and taught lessons on self-care, reducing stress, mindfulness, growth mindset, and challenge by choice.

According to studies 46.9% of the time our minds are wandering away from the present and into the past and future. If we figure out how to shut off the brain’s default network, our brain will literally function better. (Csikszentmihalyi (2008). *Flow: The Psychology of Optimal Experience*. New York, NY: Harper Collins). “*The ability to think about what is not happening is a cognitive achievement that comes at an emotional cost. A wandering mind is an unhappy one.*” (Dan Gilbert). **HOW** do we achieve this as educators/human beings? The answer is “Self-Care.” Meditation or any task that you can engage in that requires your complete focus. Something you *love* doing. Something that you can lose yourself in and forget about time. Self-care is so vital for you as an individual. Your health is important and I challenge you each day to choose from the list below and focus on **YOU**, and then reflect. Focusing each day on self-care and mindfulness activities can help reduce the stress load you are experiencing.

You deserve it!

Self-Care Check-in:

- Go for a walk
- Take a break from social media for 24 hours
- Take a mindful minute
- Relieve stress by coloring
- Exercise
- List things you are grateful for
- Practice parasympathetic breathing
- Listening to calming music
- Spend time outdoors
- Take a break
- Read a book
- Check-in on a friend or family member
- Progressive muscle relaxation

I have learned a lot about myself personally and professionally, and I have realized through all this uncertain time to have a growth mindset, focus on positivity, and challenge myself to think outside the typical norm. I can honestly admit teaching during this pandemic has made me a stronger teacher. I have stepped outside my comfort zone especially when it comes to technology. I have learned new platforms, (google classroom, flipgrid, virtual classroom, etc.) and this experience has made me look at teaching differently. Of course I can choose to be negative and upset that I may have to change my teaching style or I can embrace change, stay positive and learn from it.

Scrolling through twitter looking for new innovative ideas and lessons, I came across a bulletin that I will be using in my own classroom for this upcoming school year. I hope you can use these inspiring words in your classroom too.

- 1) We will be *safe*.
- 2) We will work on *adjusting* to our new normal.
- 3) We will be *patient and flexible*.
- 4) We will *smile and laugh*.
- 5) We will *take care* of ourselves and help others.
- 6) We are all in this together!

Good Luck to you all! This year has thrown us all a curveball, but now it is up to us on how we will continue to play this game of life.



**Virtual Conference Update—“Innovate, Collaborate & Educate!”
November 19, 2020 Thursday & November 20, 2020 Friday**

Melody Gray, Conference Program Coordinator—graymelody2@gmail.com

In keeping with state and national health guidelines we will be bringing the 2020 NHAHPERD conference to you virtually in the comfort of your home or office and at your convenience. Presentations will take place from 8 am - 3:20 pm. Thursday and 8:30am - 2:50 pm Friday. All presentations will be prerecorded and uploaded to a Google Group platform with viewing time allowed until November 30. The conference committee has been working hard with our fantastic presenters to bring you 36 amazing sessions! We will be combining lecture and activity formats to keep you moving.

We are thrilled to have Carrie Ekins as our Keynote speaker this year. Carrie Ekins is Chief Executive Officer, Education Coordinator and owner of Drums Alive Inc. and UG. She also is the founder and creator of Drums Alive® and co-founder of Academic Beats®. She is known for her creative and unique approach to total fitness through incorporating the mind, body, and spirit into an integrated fitness/wellness program. Carrie strives to design programs that are one-of-a-kind while keeping her primary goal of making her programs a whole mind, whole body experience for all participants in the forefront. The unity of mind, body and spirit is an essential component of her philosophy and the driving force behind her work. Carrie desires that all of her programs meet the needs of diverse audiences and are applicable to any market, whether it be young children, the elderly, or individuals with special needs. She believes that the experience and joy of movement and rhythm are the same for everyone; however, the expression of it may vary according to the population one is teaching. Carrie's extensive teaching experience and background in dance, competitive athletics, and fitness/wellness program development give her the opportunity to create and inspire instructors and students alike.

Get ready to shake it up in your home office or living room because Carrie Ekins the founder and creator of Drums Alive will have two sessions to lift your spirits! Drums Alive, Mathematics In Motion and Drums Alive, Stomp and Drum . You can look forward to a centering mind/body experience attending several yoga and mindfulness sessions. Integrating Yoga & Mindfulness in Physical Education for K-5, Integrating Yoga & Mindfulness in Physical Education for 6-12, and SEL & Mindfulness.

Activity sessions include, Pickle Ball Middle School-Recreational instruction program, Beginning Cricket, USTA School Tennis Program, GAGA Ball, Fencing, Golf in School, Rising New York Road Runners, It's so Much More Than a Ropes Course!, From Lows to Highs – Debriefing activities to find the meaning and Bringing DEI Into Our Gymnasium Every Day! ,

Several health education sessions this year as well as new presenters! Sessions include: Make it Stick! Creating Successful learners in Health Education, Make Every Lesson Observable, Vaping Update, Pumping up That Body Positive Image!, Updates and impact of CATCH my Breath: Anti-Vaping/E-cigarette Prevention Lessons in NH, SEL Skills Based Health Education and The Dove Self-Esteem Program .

Technology based sessions include: Digital Tools for The Health ED Classroom, The Digital Approach to Health and Wellness, How to Build a Digital Lesson Library and Technology in PE .

You can round out the day and promote biking and walking to school by attending the FREE Safe Route to School Biking & Walking Safety Program & the Dove Self-Esteem Program.

Hope to see you in attendance virtually and look forward to next year in person! The 'Draft' schedule is on Page 19 of this newsletter and will be up on the website under the conference tab. Watch your email constant contact messages for updates—not receiving our NHAHPERD Email News? Sign up on our home page also FB & Twitter.

Any additional questions or concerns, contact::Dianne L. Rappa,E.D.;drappa@roadrunner.com ; 747-3508.

Registration Cost:

\$80/Professional - Includes \$30 NHAHPERD Membership Fee**

\$50/Student – Includes \$15 NHAHPERD Membership Fee**

\$50/Retired

** Added advantage this year with your current paid membership fee you will have access to the Two Day Virtual NHAHPERD Conference 11/19-20; up to 36 PD hours and registration member rates to a multitude of other New England State Conferences and Workshops.

** A Note from our NHAHPERD Conference Keynote Speaker Carrie Ekins

Keynote: "Collaborate, Innovate and Educate...It is time to Be the Difference"

Start your NHAHPERD Conference with a worldwide award winning presenter, Carrie Ekins from Drums Alive, as she takes you on a 35-minute fun, exciting, novel, and fully participatory journey that will introduce music, movement, research and multiple techniques to help you be the hero in your classroom and give you some valuable tools and resources to take your students to the next level of education. Simply put: WE need to be US, only better, so WE can help our students be THEM, only better.

EveryBODY comes alive with Drums Alive!

Experience the transformative power of music, rhythm, and movement with Drums Alive®

Carrie Jean Ekins

Founder and CEO of Drums Alive®



Pandemic Challenge

Jarrood Brooks, President Elect – brooksjarroodnh@gmail.com

Teachers: creative, dedicated, fun, engaging, resilient, proud, determined, grateful, innovative, caring, generous, motivated, excited, loyal, humble, hard-working, loving, inspiring! These are just a few of the hundreds of positive adjectives that describe the vast majority of NHAHPERD members. The one word that comes to my mind when I think about us, is passion. Our members are passionate about what we do. Teaching isn't just a job; it is a passion. We are passionate about our students; most of us refer to them as "our kids". We are passionate about the topics we teach. We are passionate about our gyms and classrooms. We do what we do day-in and day-out, because of our passion.

When we signed on for this, none of us ever thought about fulfilling this passion during a pandemic. Our situations are all over the map. Some of us are almost back to normal, having very limited changes in our daily teaching. Others are teaching with many modifications in their school, while others are having to teach remotely. My challenge for you, is to maintain that passion you have no matter what your situation is. Wake up each morning and make the best of the day, and fulfill that passion. Be the reason your students enjoy being a part of school, whether it is in person or remote. We are often the glue that holds a school together and the brightest part of a student's day. Do not lose that passion you have during this time. Challenge your students to do the same. Challenge them to look for the positive in each day. Help them find their passion and figure out what drives them to be their best.

This pandemic will pass, and we will be stronger because of it. There are going to be many great stories of success. The best stories will include the success of our students during this time. It is up to us to maintain our passion in order write our own success stories, and be the cause of others success along the way.

Kyle Donovan, VP Elect Recreation – kyle.donovan3@gmail.com

In these unprecedented times, it is essential for us teachers to use all the tools in our arsenal. With indoor classroom time limited, and restricted use of equipment, teachers are being pushed to flex their creative muscles.

Every teacher is forced to use technology to lead their classrooms, which poses its own challenges in and of itself. To avoid getting caught off guard by a technical glitch, I have recorded videos for all of my classes. In each video, I am present, teaching the students new workouts, games, and basic coordination skill building.

While I must admit, being on camera is wildly out of my comfort zones, it is essential for the students to see us putting our best face forward. If my students are comfortable enough, I allow them to lead the online classroom, by giving input and directing the next week's class. Every class I teach, also includes a strength training section, which my students seem to love. I also push for students to jog or run daily, which has anointed me with the nickname, "Mr. Mean Man."

I feel remote teaching, and limited in classroom time, has led me into teaching "old school PE." However, the importance of keeping students active, engaged and eager to come to school is not lost with this new, old school approach. Keep pushing along, and understand we have the ability to continue to make a positive impact on our students!

New Advocacy Action Alert-Take Action to Support Schools Through COVID-19

Laura Short, NHAHPERD PR and Advocacy Chair – professor.laura.short@gmail.com

Please show your support for increased federal relief funds for education and funding dedicated towards professional development: <https://bit.ly/2RwtzdE>

The COVID-19 public health crisis continues to impact schools across the country. With closures extending into the 2020-21 school year, states and districts are continuing to leverage distance learning sometimes at the expense of health and physical education instruction time as well as professional development time for teachers. However, notable gaps exist between the quality of learning accessible to students from advantaged and disadvantaged communities. Therefore, significant & equitable funding is critical to ensure that all students are able to receive effective instruction.

We need your help advocating for urgent federal funding necessary to support educators access to professional development funds, both during COVID-19 and beyond.

While federal legislators provided some relief to address schools' immediate needs through the CARES Act, there remains an urgent need to prepare educators for the long-term with skills to design and deliver effective health and physical education instruction to all students. Professional development is vital to success of our teachers.

This is why we need your help. Please show your support for increased federal relief funds for education and funding dedicated towards professional development through any or all of these simple actions:

1. Send an email to Congress; 2. Tweet your members of Congress; 3. Call your members of Congress

Subject: Support Educator PD for Effective Teaching and Learning during COVID-19

Dear [[Recipient's Title and Name]]:

As an educator who relies on professional development to enhance teaching and learning, I am writing to ask that you support substantial investments in the next COVID-19 relief package that would fund professional learning opportunities for K-12 health and physical educators, focused around professional development and other strategies necessary to sustain student learning. I appreciate your leadership in ensuring that the CARES Act included immediate relief for the nation's educational system, but also believe Congress needs to make far greater investments.

I support the provision of at least \$200 billion in additional funding for K-12 education through the existing Education Stabilization Fund (a sum recommended by national experts), with at least \$2.13 billion of that amount flowing to professional learning with a particular emphasis on educator skills, professional development and other strategies to keep learning going. This specific amount equals the FY2020 appropriation for Title II-A of the Every Student Succeeds Act.

It is clear that the COVID-19 pandemic has launched us into a new era for education. Therefore, educators need to develop and refine their practice - including how to effectively use technology, address equity gaps in learning, and provide personalized instruction. I believe that an investment of \$2.13 billion in professional development, which has garnered bipartisan support in the past, will support states and districts in building their immediate and long-term capacities to meet challenges.

At a time when communities are facing an economic downturn and the public calls for equitable student learning, significant federal investments in our nation's educators will ensure that all students, including those in historically underserved communities, can continue to learn.

I appreciate your consideration and thank you again for your continued efforts to support students, families, and educators during this crisis.

Sincerely, [Your Full Name]

What's happening in PE around the US?

If you would like to see what is happening/working in other states for advocacy, please contact me, Laura Short



Whether you're back to in-person instruction, continuing with remote teaching, or somewhere in-between, Rising New York Road Runners is here to support you as we get back to raising the next generation of happy, healthy, and active adults together. With the health and safety of you and your students top of mind, Rising New York Road Runners has adapted their resources to reflect new safety guidelines, and can be easily implemented in the classroom, in the gym, outdoors, or from home.

- **Rising in Class** – physical activities that can safely be facilitated in the classroom
- **Rising at Home** – physical activities that can be easily incorporated into a remote learning school day
- **Rising with Space** – physical activities that can be safely facilitated within indoor and outdoor recreational spaces

Contact us with questions at risingnyrr@nyrr.org.












Teaching PE Remotely and Physically Distanced PE Online Courses

If you need help teaching PE from home or if you are back teaching in-person these online self-paced courses and webinars are amazing!

Testimonial:

"Thank you so much Mr. Silberman. I truly enjoyed this course and really do feel ready now to tackle distance learning. Before this I felt overwhelmed with it all. However, I can see how I can do so many different things to keep students engaged but accountable. I look forward to sharing my new knowledge with my colleagues next week and with my students when we return to the gym." - Gretchen B.

Featured Courses:

<p><u>Teaching Physical Education & Health Remotely</u></p> <p>(15 PD hours)</p>   <p>Teaching PE and Health Remotely</p>  <p>PD Hours: 15 PD hours + 1.5 CEU</p>	<p><u>Physically Distanced Physical Education</u></p> <p>(10 PD hours)</p>   <p>Physically Distanced Physical Education</p>  <p>PD Hours: 10 1 CEU</p>	<p><u>Ice Breakers for Teaching PE Remotely Webinar</u></p> <p>(1 PD Hour)</p>   <p>Webinar: Ice Breakers for Teaching PE Remotely</p>  <p>PD Hours: 1</p>
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NHAHPERD Members receive 10% off Online PD Courses

<https://www.pecentral.org/nh/>

Use coupon code **NHAHPERD** during checkout to save 10%
5% of sale goes to supporting NHAHPERD

Got Sneakers? Got Cleats?

At GotSneakers by participating, you'll help keep sneakers out of landfills while also putting shoes on the feet of less fortunate people across the world in places such as the Caribbean, Central America, South America, West Africa, & Europe. Shipping: FREE!! Request UPS postage paid bags that hold 15–20 **pairs** of sneakers & cleats per bag from Dianne Rappa: drappa@roadrunner.com

(Please - no singles—only sneakers & cleats)



SET YOUR SITES!

Contributed by: Karyn Misenheimer; karynmisenheimer@gmail.com

Apps & Websites

Joey Feith's At Home PE Curriculum

<https://thephysicaleducator.com/2020/03/20/distance-learning-for-physical-education/>

Be Well Played

<https://www.bewellplayed.com/>

CATCH Health At Home

<https://www.catch.org/pages/health-at-home>

Chromebooks in Health and Physical Education

<https://www.cbhpe.org/>

Special Olympics School of Strength

<https://www.specialolympics.org/school-of-strength>

Kaizan Sports - Dan Batty YouTube

(Ideas for social distancing, no equipment, or classroom PE for elementary school)

<https://www.youtube.com/channel/UC2aupTVgRxDddY48ZylopWQ>

The Power of PE - Socially Distanced PE

<http://powerofpe.co.uk/socially-distanced-p-e-a-few-ideas/>

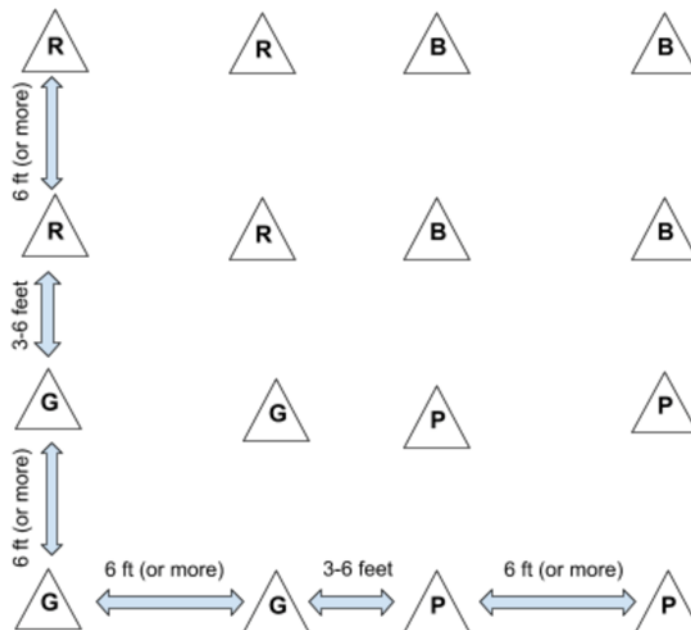
Formations That Support Social Distancing In PE

Karen Misenheimer, kmisenheimer@sau81.org

As PE teachers, formations are such a huge part of how we design our classes to optimize participation and allow us to effectively manage our classrooms. As I planned lessons for the start of the year I had to rethink my plans and try to incorporate formations that would support social distancing, support student learning and engagement, maximize equipment management and at the same time allow my students to feel that they were “participating together” while keeping them apart. It is important to note that I am using these formations outside on a soccer field. Though some of the lines are painted on the field, most are not, and I am relying on cones to indicate where my students may go.

Grid Formation:

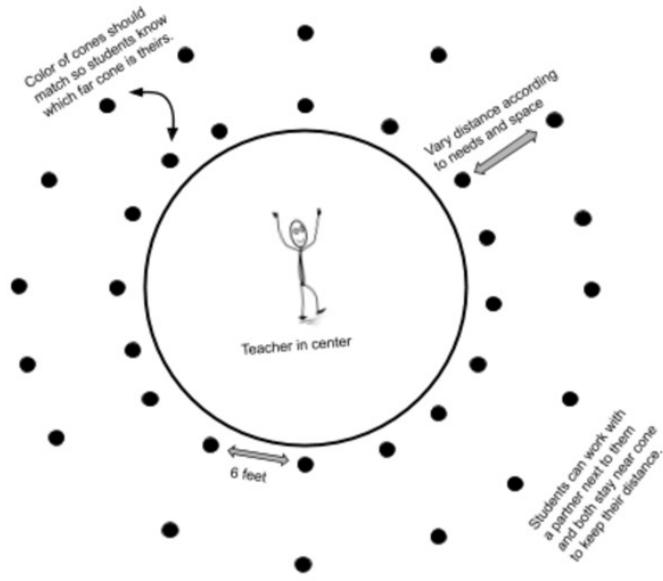
Many physical educators use a grid formation on a daily basis. What I know from this formation from past experience is that when students only have one cone to mark their spot, they wander. The following has been effective in keeping kids in their own space.



With this formation, Students find a space in the center of four cones of the same color. Drawing an imaginary line between the cones provides boundaries for students. They are able to stay in their own space. Outside of their space they have room for water bottles, sweatshirts and extra equipment. This has worked great for individual skill work, and with three feet between grid squares students are able to do things with a partner (from a distance) and still feel like they are playing in the same area. Even my youngest students can find four cones that are the same color (thought they may need help the first time.)

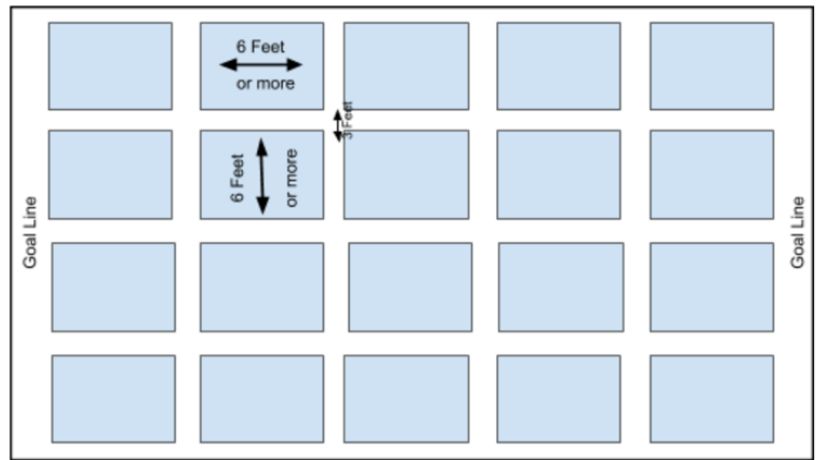
Double Circle Formation:

When a lesson involves the alternating of activity and directions, or a skill that involves movement like dribbling a soccer ball or striking/serving, I like to be able to bring the students close to me to talk and then have room for them to move. Pre-COVID I would often have them move randomly around general space, but with distancing in mind, I have found this double circle formation great for this type of activity. Students start close (6 feet apart) in the inside circle and then move toward the outside circle when performing the skill. This circle formation allows students to partner with students beside them at the outside circle. It also allows for students to move from the inside circle to the outside circle for things like warm-ups, you can place an object such as a hula hoop between a student's two cones as a distance marker. I have used this formation with OPEN PhysEd's Pickleminton activities and in soccer/kicking activities.



Box Games:

To play games that involve movement of an object from one player to another around a “field of play,” box games are a way to keep student distanced from each other and allow for maximum participation. Games like hockey, crab soccer, soccer, etc. can easily be played by creating 6 foot boxes on each side of the field and positioning a player in each box. Students are not allowed to leave their box and can only contact the object in play when it enters their square. This type of modification has been made in adapted PE settings when using the concept of partial participation, but can be used with an entire class to keep students distant, but to still let them play offense and defense. To add to the action of these games & ensure maximum participation it may be helpful to add more than one object in play.



Other Ways to Group Students for Social Distancing

These are just a few suggestions that have worked well for me thus far. Other ideas for distancing students in fitness or exercise routines might be: Line formations with cones marked at least every 6 feet (if lines are across from each other a six foot “no enter zone” can be marked between them. Triangular formations with cones to mark distance (distance of at least 6 feet, but can be more. Games/Activities that involve a scattered formation (golf courses, scavenger hunts, etc.) I recently played a game of soccer “marbles” that had kids running all over the field trying to “pass” their ball into their partner’s ball. They were able to play together, compete, and stay distanced.

Stress Management Tips for Physical Educators

Fitni Destani, VP Physical Education – fdestani@keene.edu

Happy Fall! I would like to continue to build off the spring newsletter inspirational quote as we continue to live and fight through the COVID-19 pandemic in this unprecedented time in our society.

You have power over your mind — not outside events. Realize this, and you will find strength (Marcus Aurelius)

This quote can be interpreted many ways but I would like to apply it to stress management in this newsletter entry. Stress on the job is common. Below I would like you to check what stressors you may be experiencing at the moment. This is not an exhaustive list but merely an exercise to help you identify the stressors you may be experiencing. This is the first step in stress management.

Check each of the following experiences that you are presently experiencing or have experienced in the last 6 months:

- New school, grade, course, or role in the school
- Conflict with administration or colleagues
- Change in personal relationship (spouse, partner, boyfriend/girlfriend)
- Conflicts with family
- Injury/health ailment affecting your ability to do your job
- Curriculum challenges (remote/hybrid assignments)
- Technology stressors for remote/hybrid learning
- Managing student related stressors
- COVID-19 Protocol management (daily grind)
- Gymnasium usage challenges (minimized or not permitted to use)
- Equipment/budget challenges COVID-19 related or otherwise
- Personal financial stress
- Managing your own children's school schedules (remote/hybrid)
- Irregular physical activity patterns

The stressors are evident whether we would like to acknowledge them or not. The research on stress indicates the *cause* of activating the stress response system varies. It depends how people react to the stressors or if they respond to it earlier or not. If there is an acknowledgement of the stressor with time to act on it with a proper plan of action, then the stressor could be viewed as a challenge instead of as a threat. This perspective of challenge versus threat is crucial to minimizing the effects of stress. Research indicates stressors are always threats to homeostasis. Stress can often be viewed as a negative response experience. However, without stressors disrupting your homeostasis you would not continue to live and strive to achieve. Therefore, we want positive stress responses to restore our selves back to homeostasis. However, when stressors linger or are not acknowledged it can affect your motor skills, cognitive processing, emotional responses and your daily physical activation or energy levels.

Physical educators are always ready for a great challenge. Physical educators are also well-trained to manage stress better if they follow their own recommendations of being regularly physically active and follow proper nutrition and hydration guidelines. In fact, we are well positioned to help our students, colleagues, family and friends manage their stress levels. Below are some simple reminders of how to help you and those connected to you to handle the stressors so you can return to homeostasis quickly.

Awareness of stress responses: Tired, groggy, rapid heart rate or breathing, headaches, nausea

Relax, release, and refocus: Deep centered breathing (inhale deeply 3-5 seconds through the nose and exhale through the mouth slowly 3-5 seconds, repeat multiple times) is the easiest way to mediate your stress responses to bring your attention and bring yourself to the moment

Take proper perspective (challenge not a threat): Make a plan, commit to the plan, and trust the plan will help to view it as a challenge

Learn to be comfortable being imperfect: Some things may not get done as usual and that's ok

Positive thinking: Work smarter not harder, create a routine, practice mindfulness meditation, yoga or other guided imagery

Ask for help: Delegate responsibility, get support to help solve your stressors

Final note: I hope this discussion of the stress response system and the quick tips to return back to homeostasis help in some way. Be safe, stay regularly physically active yourself, view stressors as challenges and not threats, and remember to take a breath, release that negative energy and refocus on the things you can control!

HEALTH EDUCATION NEWS

Building a Statewide Professional Learning Network for Health Education

Holly Alperin, Past-VP Health Education – holly.alperin@unh.edu

As a member of NHAHPERD, you already have an interest in ensuring that you stay current and up-to-date on what is happening in the fields of health and physical education. Whether it be through pedagogy, new classroom engagement ideas, or remote learning strategies. But, how often do you reach out to your Professional Learning Network (PLN)? If you are like me, and like many educators, you think about reaching out, but don't always have (or take) the time to do it. What if we made it easier to connect? What if we made connecting with colleagues to discuss current and critical topics a part of our work... not just an add on, because we all have enough going on to "add on" one more thing.

Over the summer I had the opportunity to work with some amazing educators across the country to discuss the ways in which the concept of race and racism was showing up in their health curriculum and classrooms. The conversations we had were both enlightening and energizing as we collectively explored ways, as educators, that we could employ strategies to ensure that all students in our classrooms felt seen and heard. The conversations went beyond race and even began to explore the ways that our classroom and curriculum either support or hinder the ability of each student to be successful. While these conversations were fantastic, and ongoing, I would also like to engage with other New Hampshire educators to explore this (and other topics) as well.

So, why is this important for me? Over my time here in New Hampshire and on the NHAHPERD Board, I have had the opportunity to talk with many educators across the state. We have discussed skills-based practice, developing curriculum, integrating engaging pedagogy, culturally sensitive and inclusive practices, and many other things. It has always felt like a miss to me that we haven't yet "formalized" this type of networking and connection for NH health educators. Many have mentioned the desire to connect with others outside their district who are forward thinking and trying new things.

So, what might this look like? While still in the "forming" stage, I think that it would be great to start by gathering a group together who is interested in strengthening the NH PLN for Health Education. So, consider this your "**call to action**". If you are interested in learning more, and getting connected to other health educators, please reach out to me – holly.alperin@unh.edu or via Twitter @HollyAlperin. I anticipate this will be a virtual space to share ideas and get to know one another. With the intention of building a stronger network to help you in your work...each of us benefits. So, if you are interested, I look forward to hearing from you.

HEALTHY RECIPE!

OATMEAL CUPS WITH YOGURT AND FRUIT

Tess Patry, VP Past Recreation; tnpatry@gmail.com

This awesome recipe has no sugar added and is very easy to make. Fill these oatmeal cups with yogurt and fruit and they are perfect for breakfast or for a healthy snack!

Servings: 6

Ingredients

1 1/4 cups quick cooking oats

1/4 cup unsweetened applesauce

2 tablespoons honey

1 tablespoon chia seeds can be left out

1 teaspoon cinnamon

1/4 teaspoon salt

cooking spray

Instructions

Preheat oven to 350 degrees. Add the oats, applesauce, honey, chia seeds, cinnamon and salt to a bowl and mix until combined.

Spray muffin tins with cooking spray.

Evenly disperse the mixture in 6 muffin tins.

Use your fingers or a spoon to press the mixture into the sides and base of the muffin tin.

Bake for 12-13 minutes.

Let it cool in the muffin tin for about 10 minutes before using a butter knife to remove the oatmeal cups.

Let the cups cool completely before filling with yogurt and fruits.

My Utility Belt—alaufenberg@pemibaker.org VP-Elect Dance

Let's take it back for a minute to last fall...desks were closer, high-fives were given, and a visible smile could brighten someone's day. I teach physical education and I tend to carry with me a lot of stuff, literally and figuratively. My literal items I walk around with are my clipboard, keys, walkie talkie, and gallon size Exquis water jug. I often don't have enough pockets for everything considering I wear clothes appropriate for active movement. However, in conversation with my friend Shauna Isham, she revealed her secret-bringing back the fanny pack. Her collection is far more stylish than mine but I found one off Amazon that had multiple convenient pockets and came in a simple navy blue. Now bringing it back to the present, my fanny pack is basically a full on utility belt. You can find in there: band aids, tissues, chapstick, sunscreen, quick snack, room for my phone, a spare mask, a keychain hand sanitizer, and then I clip on the walkie talkie and keys. The students aren't sure if they should laugh or admire the handiness of it. Regardless, I rock it cause it's a judge free zone.

The figurative load of what we all carry is similar right?. We have our fundamental teaching skills of behavior management, voice projection, demonstrations, and feedback that is given. Topic specific, we have instant activities, skill development, small and large group activities, and so on. This year though we carry with us so much more and some of it we always did. It's just under a far more conscious eye. The physical distancing but the social togetherness. The equipment sanitization and handwashing. The gloves and face shields. The online material and the in class planning. And then the never ending concern for not only the safety and well-being of ourselves and our loved ones, but that of our colleagues and students. To help organize that more figurative utility belt I encourage you to join social media groups like our NHAHPERD page, alumni groups, and fellow educators across the country. These folks are more than willing to share lesson plans, virtual tools, and hacks to help make teaching a bit more normal. Take and give from it what you need and then add it to your own utility belt to carry with you and rock it. Good luck and stay well.

The Glass is Half Full - Shauna Isham, VP Dance – sisham@sau15.net

In this new world of teaching for us, we are all trying to learn new ways to engage and teach our subjects to our students. Each day teachers are out there trying to invent new ways to get our subject and our message across, and the kids are so ready for it!

What do you do when you can't use your gymnasium? When you are teaching physical education in a classroom with limited options for moving around? Well, you go outside! Turn any outdoor space you can into a place to play and learn new skills, develop in game skills, and most of all, play. I have worked on painting badminton and volleyball courts onto the field for class and for other students at recess to use. I have heard of other teachers creating extra large 4 square spaces with tape or paint on pavement. Use hoops and cones to create some agility courses for students to practice locomotor movements in pathways and levels. Fitness activities? There is always a chance to fit in the strength and cardiovascular fitness with interval training. Disc golf is a wonderful physically distant activity that you can create even without the exact equipment. Have the kids use any kind of frisbee, come up with a course and draw a map. This would tie in mapping skills, and then they can follow the course and record their scores. Anything can become a target; hitting the trash can on the fence, getting it to land in the soccer goal, and even inside hoops set up.

The biggest challenges: getting everything set up and having the students hear me through my mask and across a field. Solutions? I borrowed a beach cart from our robotics team and that's how I cart everything up to the field and all over the place between classes. For the students to hear me we are looking into a portable voice amplifier, because lets be honest – my PE teacher voice can only project so far.

No matter what you come up with, there is no right or wrong answer in this case, in this new physically distant teaching in physical education. Use each other, use any resource you can get to come up with new and improved ways to teach and engage students.

Instructional Shifts: Now More Than Ever

Marcia McCaffrey, NHDOE, marcia.mcaffrey@doe.nh.gov

June 2020 marked the 10-year anniversary of the release of the Common Core State Standards (CCSS). Because of Federal requirements around accountability and testing in Reading and Mathematics, the CCSS continue to influence education today. This 10-year anniversary went by unheralded, overshadowed by the global focus of pivoting to distance education and attempting to keep students on a learning trajectory through the end of the academic year.

Stop right here. What is so important right now about the CCSS in ELA and Mathematics? What does this have to do with teaching health, physical education, recreation, and dance?

A phrase that entered the educational lexicon with the release of the CCSS is “instructional shifts.” To move students toward meeting these higher, more cognitively challenging standards, professional development centered on the **instructional shifts** that teachers needed to make to implement the CCSS with fidelity and rigor.

Teachers unpacked standards, discussed the meaning of each standard, and worked together to figure out how to teach the new standards with attention to instructional change. You may have been part of this work as some schools engaged all teachers in unpacking the CCSS.

As teachers of health, physical education, recreation and dance, there is a lesson we can take from this idea of instructional shifts. Here is the big idea: How many of you had to make instructional shifts in the past seven months? Unlike anytime in education, **all educators** had to change the way they were delivering instruction during pandemic teaching.

Pivoting to online learning or providing students with lessons without being there to teach them in person, (e.g. elementary schools providing learning packets to students) required all of us to re-think what and how we educate students. Whether you knew it or not, you were making instructional shifts. The purpose of the shift in this instance was about how to deliver meaningful content in PE/Health in an altered system, one that changes how we interact with students.

Content is the “what.” Instruction is the “how.” Back in March, we were all in school teaching the usual curriculum. Then, almost overnight, everyone had to re-prioritize and re-conceptualize content, and not just content for contents’ sake, but the entire what, how, when, and why of content. It was exhausting. Why? Moving students and staff out of physical school buildings due to the spread of the novel coronavirus was up ending. This new world of teaching required an evaluation of the “what” and “how” of teaching. Unless you are an online teacher already, this put you in a new, challenging, and possibly, invigorating place. Did you find yourself trying new approaches, thinking flexibly, solving problems creatively, expanding your tech skills, and even admitting to a different level of control, one of letting go of being in control of the classroom/gymnasium space and giving students more control over their own learning?

Have you realized that you are having an authentic experience in shifting your practice to meet students where they are? What instructional shifts have you employed? What is working? Which shifts are successful in delivering critical context to students in a way that is engaging and relevant? What have you learned from students? What have you learned about yourself? What will you hold on to and what will you let go?

Be the teacher your students need you to be. Be the best teacher you can be. Embrace the change, now more than ever.

SELF-CARE CHECKLIST

By Deena Lavoie, lavoiede@nsd42.net, PE Teacher, Nashua School District

(If you’re a health or wellness educator, you probably do not need to read this.)

Do you like challenges or even welcome change? Even if you do, Remote Learning without advanced training presents a huge challenge. Many teachers felt a disconnect from students and colleagues in the spring. High stress was compounded by excessive screen time. Balancing family and work may have been impossible. Some experienced anxiety and/ or depression for the first time. The list goes on. If and when you have to resume teaching remotely, maybe some of the following strategies will be useful. These tips helped me get through Remote Learning in the spring:

- Please speak to yourself respectfully, like you would to a colleague.
- Try to hang onto hope that your situation is TEMPORARY!
- Exercise EVERY single day for at least an hour, preferably outdoors.
- Limit screen time to an hour at a time, if possible. Your eyes need a break!
- Plan something fun to do Friday afternoon, even if just for a few minutes.
- Notice the simple pleasures in life like watching a sunset or being with family. Say “I GET to…” instead of “I HAVE to..”
- Spend more time with positive people and avoid negative people.
- Find something that makes you laugh every day, like a show or podcast.
- Try something NEW, like a sport, game, hobby, book, puzzle, etc.
- Plan a few minutes of quiet time each day to walk alone, meditate, listen to music, etc.
- Drink lots of water and practice mindful eating (watch out for comfort foods).
- Subscribe to daily inspiration emails or through social media and/or listen to positive-thinking podcasts
- Try not to watch much of the news (very negative) but stay informed.
- If in quarantine or “Stay at Home” order, Facetime or call an old friend, relative or someone you know who lives alone (It can lift your spirits too.)
- Create a routine but change something when you feel frustrated or bored.
- Get outside for some fresh air every day, even if just sitting outside.
- Remember to get 7-9 hours of sleep each night. You know what YOU need!

Hopefully you will find one or more of these helpful as we venture into the unknown. Remember to focus on what you HAVE, not what you do NOT HAVE.

*“You have power over your mind - not outside events.
Realize this, and you will find strength.” (Marcus Aurelius)*

ADAPTED PHYSICAL EDUCATION NEWS

Update on Research - Examining the Status of Physical Education for Students with Disabilities in NH

This past spring, Michelle Grenier, PhD, H & PE, UNH and Matthew Castagna, UNH undergraduate student, launched a survey to determine how teachers were addressing the needs of their students with disabilities. Below is a summary of the study and a description of some of our preliminary findings.

INTRODUCTION:

The purpose of this study was to investigate the status of physical education for students with disabilities in the state of New Hampshire. Questions included teacher demographics, least restrictive environment (LRE) placement options, instructional strategies and teacher's use of students' IEP's.

Within the area of physical education, the concept of the LRE has been challenging and misrepresented (Wilson et al., 2020). Columna et al. (2010) present a continuum of placement options for students with disabilities in physical education, guiding teachers and districts on how to properly implement LRE in this context. Lieberman et al. (2017) expanded upon the idea of modified physical education as a viable option of LRE in physical education. These contributions, however, have not resolved concerns over teacher practices and student placement in physical education. Additional research is needed on the placement and instructional practices as well as barriers to effective implementation (Wilson, et al., 2020). While a survey was conducted by the New Hampshire Department of Health and Humans Services during the 2015-2016 school year which evaluated the amount of physical education provided by school districts across the state, there were no questions regarding physical education requirements for students with disabilities included in the study.

Our aims:

To examine physical education teachers' placement and instructional practices for students with disabilities.

To ascertain the extent to which teachers reference the student's IEP when providing instruction.

To determine barriers and facilitators that impact the ability of physical education teachers to properly meet the needs of students with disabilities.

Who we recruited:

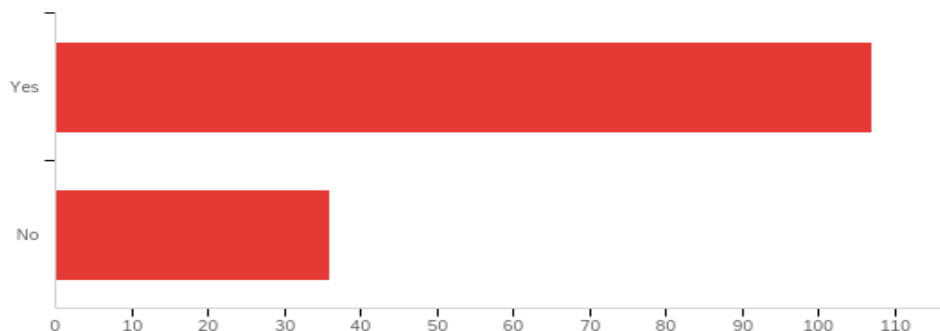
Teachers are at the front lines of the student experience and we wanted reach out to as many of them as possible. Doing so would allow us to gain a wider perspective of how physical education teachers feel about working with students with disabilities. By working closely with the Department of Education, we were able to compile a list of just over 700 physical education teachers here in New Hampshire.

The survey:

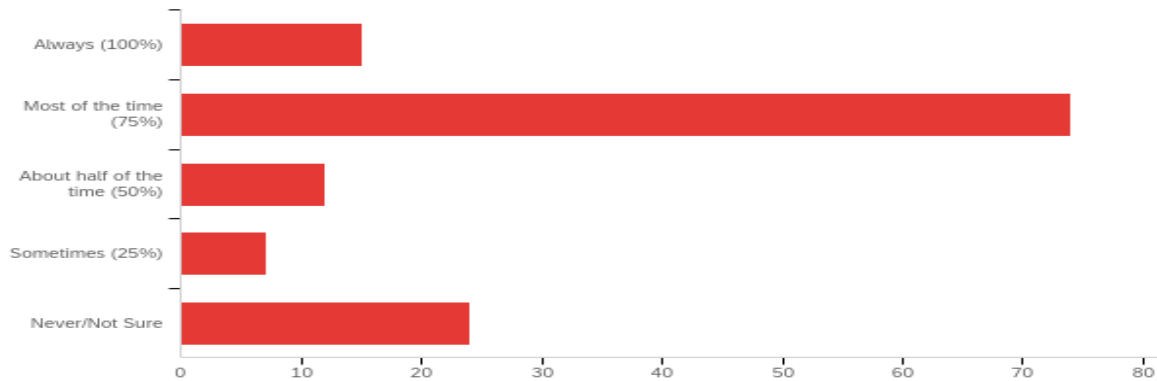
The survey totaled 52 questions and was separated into three categories. First, the general information section provided demographic background on each teacher participating in the survey, asking about teaching experience and level of education. The second section, Context, dove into the classroom experience. Teachers were asked about their accessibility to various types of environments and equipment for use with their students with disabilities. Class size, type of disability and questions about the transition to online learning this past spring were also asked. Questions on the Least Restrictive Environment (LRE) and Individualized Education Plan (IEP) interaction comprised the final section. Participants were asked about accommodations, types of support, and the extent to which teachers used students' IEP for planning, instruction and assessment. In total, 130 educators completed the survey.

The results:

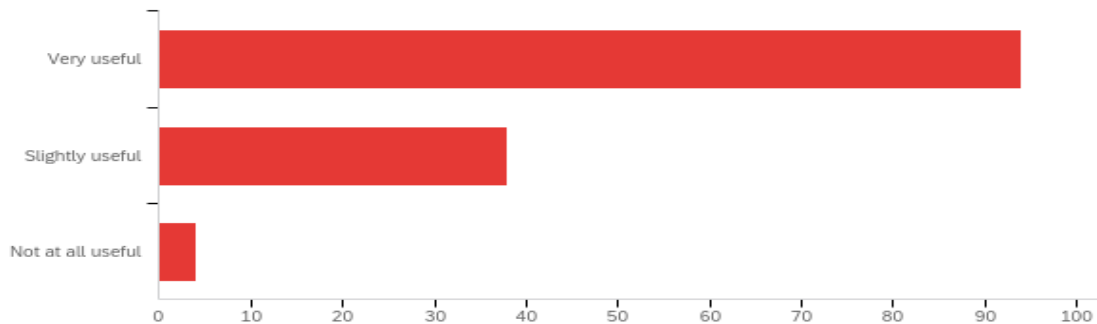
During the regular school year, do you feel your school provides you with the proper support/collaboration with others to work with students with disabilities?



How often are you able to meet the goals specified in a student's IEP?



How would receiving training in Adaptive PE improve your confidence to work with students with disabilities?



A few other notable findings:

89% of physical education teachers had training in adapted physical education.

50% of the teachers had over 20 years teaching experience.

78% of teachers felt their school provided them with resources to work with students with disabilities.

90% understood the legal requirements of IDEA for their students with disabilities.

58% of respondents said their students with disabilities participated in general physical education classes.

90% of participants said they were able to provide instruction to their students with disabilities during COVID.

So, what does this all mean? While we aren't finished analyzing the results, our preliminary findings revealed that physical education teachers are working hard to meet the needs of their students with disabilities. Teachers listed a variety of ways they supported their students including: Peer and paraeducator support, specialized equipment and innovative and creative ways of delivering their instruction.

Here are a few notable quotes from teachers on meeting the needs of their students: *"I get to know the student in order to understand their abilities, restrictions and personal goals. Work with the student to offer them options and collaborate with them to offer them appropriate and useful support."* *"I have high expectations for them and challenge them in all situations. Small gains are huge successes for these identified students. Lots of reinforcement and practice opportunities inside and outside the gymnasium. OT and PT collaborate with me to reinforce goals set for these students."*

In summary—NH educators continue to do a great job supporting ALL their students. Thanks for your efforts & participation in the survey.

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How Your School Benefits

The health. moves. minds.[®] program is a service-learning program unlike any other. It combines educational objectives while giving back to the school and/or community.

The program allows schools to address mental health topics through physical activity, in a school-wide setting, fostering stronger unity and support within a student's network of peers.

The program starts in health & physical education, but is geared for the **whole child, whole school and whole community.**

Social and emotional learning is embedded in the program's standards-based lessons, activities and community-building ideas. With the many challenges students are facing, their social and emotional health is of utmost importance, and this program teaches them the essential skills they need.

Standards based health and physical education lessons align with CASEL social-emotional learning standards.

The program is flexible, offering virtual **AND** in-person physical distancing options as well as celebratory event ideas. Do what works best for your school in a format that puts safety first.

SHAPE America provides **teacher-friendly, student-friendly** resources that have a strong focus on equity, diversity and inclusion, creating adaptable resources for your school and classroom needs.

Program materials are complete for teachers and students in grades K-12, including full length lessons, supplementary material and assessment tools.

Up to 50% of the money your school raises comes right back to the school in the form of a Gopher gift card that does not expire and can be used in a **variety of ways** to enhance school wellness. Looking to make a local impact? Pay it forward and choose to donate 25% of your funds to a local charity that is meaningful to your school! P.S. Your "local charity" could be your school PTA or athletic boosters.

Set the tone of your school with these four words:
kindness, mindfulness, empowerment and **wellness.**

Sign up today at healthmovesminds.org

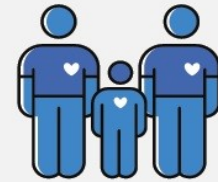


Virtual Event Ideas

Keeping students active and engaged is essential to their social-emotional health during times of physical distancing and at-home learning. Try one of these fun virtual celebratory events to keep up school spirit while incorporating essential SEL skills!

Mind & Body @ Home Field Day or Family Night

Plan a health. moves. minds. field day event in the comfort of your own home! Check out some activities, tips and tricks for organizing a Mind & Body-themed field day that families can do at home. Rainy or cold weather? Activities can be done inside! You can also make this a Zoom family night and use the stations as group activities!



Virtual Race Challenge

Keep students active and have them set personal movement goals in this "virtual race" event. Share out progress and accomplishments on your team fundraising page or through weekly Zoom calls.

Virtual Stress-Relief Dance-a-Thon

Host a virtual dance-a-thon for students and the school community to promote physical activity through dance as a tool to relieve stress. Just set up a time for everyone to log on to your school's preferred video chat platform and turn the music up!



Virtual Zen Night

Host a family night where students and their families engage in mindfulness activities such as meditation, Better Breathing, yoga, etc. while playing calm music.

Send a Kind Message Day/Week

Students take time to write kind messages to other students, teachers, friends or family members and post on the team's fundraising page. Share your favorite messages with your class each day. This can be a stand-alone activity or incorporated into another event.



Visit www.healthmovesminds.org to learn more!

Ambiguous Loss, Collective Grief during the Pandemic.

Jacqueline Laufman, Past VP Dance, jacqueline.laufman@gmail.com

Dancing is joyful, playing the music for dancers is joyful, driving around the countryside to play for dances is joyful. These are all gone now.

It's been six months since I've worked, the last gig was the community dance in Hiram, Maine, that I've done for nearly twenty years. On my calendar, I can't bear to count all the cancelled dances that are crossed out. When could the next dance possibly be held given Covid health concerns? Unknown. My 2021 calendar remains blank white space ... like me at times. Yet I'm not alone ... many folks are trying to navigate multiple losses in these bleak times and have no compass to guide them, say psychologists.

"While the situation provokes anxiety, stress and sadness, it is also a time of collective sorrow, says Sherry Cormier, PhD, a psychologist retired from private practice who now focuses on grief training and mentoring. "It's important that we start recognizing that we're in the middle of this collective grief. We are all losing something now. "Millions of people are facing loss of employment and financial upheaval as a result of the pandemic. Yet even p-people who haven't lost anything so concrete as a job or a loved one are grieving, Cormier says. "There is a communal grief as we watch our work, health-care, education and economic systems—all of these systems we depend on—destabilize," she says.

"The crisis isn't just shaking our faith in those systems. It's upending our understanding of the world around us, says Robert Neimeyer, PhD, director of the Portland Institute for Loss and Transition. "Many of the losses we're experiencing now are so-called ambiguous losses. 'These lack the clarity and definition of a single point like a death,' Neimeyer explains. That fuzziness can make it hard to move forward. As the pandemic has evolved, people have had to confront a series of losses: the loss of a sense of safety, of social connections and personal freedoms, of jobs and financial security." (American Psychological Association, www.apa.org/monitor/2020/06/covid-grieving-life)

Joy – a feeling of great happiness and pleasure. My career of 34 years playing music for folks to dance to has been amazing, some years averaging 280 gigs ... that's an incredible amount of joy to feel & to share with people of all ages.

Dance cancellations began in March. The grim reality of summer's losses and now into the fall and winter began to hit me. I had kept myself very busy these months with projects and outdoor activities with family, yet I could feel the back of my throat begin to catch with thoughts of the many dance events that never happened, the many people, miles and tunes that were not.

Recently a friend invited me to a concert, socially distanced of course. I explained that a concert is so different than a social dance. I told her I would feel sad just listening to the music. Sad not playing my fiddle and calling the figures for a multitude of people joyfully dancing, smiling, moving rhythmically with great abandon. I declined her invite and continued my ceiling painting. This required moving everything out of the room including the speaker-sound system for my gigs. As I began hauling it upstairs ... the grief hit me.

For a while letting it flow freely, it subsided naturally. I then put my favorite CD of Celtic Irish music on, took my fiddle out of the dusty case, closed my eyes and played all the tunes to my hearts relief as I pilgrimaged through tunes and towns of smiling eyes and bouncing dancers. For an hour I joyfully lost myself, feeling musician friends playing the jigs and reels on accordion, guitar, fiddles, fife, banjo and piano ... memories, many happy, soulful healing memories, for which I am deeply grateful.

No Sugar Peanut Butter and Banana Cookies : Garison Rogacki - VP Elect PE – g.rogacki@dover.k12.nh.us

My wife and I were looking for a better alternative to granola bars and desserts. These cookies are great for a quick breakfast, a snack, or something to quench a sweet tooth. These cookies are quick and easy to make and contain no added refined sugars. Try adding your own twist on the recipe and make them your own.

Ingredients:

1 Cup Peanut Butter
1 Cup Bananas (about 2 bananas)
1 Egg
1 tsp. Vanilla
2 Cups of Oats
½ Cup of Dark Chocolate chips (optional)
Ideas to try could be adding cinnamon or walnuts.

Directions:

Mush the bananas
Mix in all ingredients until evenly distributed.
Spoon on to cookie sheet
Bake at 350 degrees for 10 minutes

RAKING AS EXERCISE! - Jeff Hastings, VP Recreation – jhastings@derryfield.org

Welcome back Everybody! It's Autumn again, and in some capacity we're all back to school. As I contemplated ideas to write about this month I struggled mightily. Thankfully, my epiphany happened while I was standing outside in my yard playing with my kids. I witnessed a single leaf fall from one of the trees in my yard, and I couldn't help but think to myself, "Great! I'll be raking up the whole yard soon!" And that's when it struck me! Could raking leaves actually be a workout for me and my students? I rushed inside & I started to do some research. I was pleasantly surprised when I came across multiple articles about the health benefits that raking leaves provides. I know, I know, raking leaves isn't exactly on the top of our students or our list of fun activities, however, the leaves aren't going to rake themselves, so why not take the opportunity to get outside, build some strength and burn some calories at the same time?

So, you're probably asking yourself, how can raking leaves benefit our health? Currently, the CDC recommends you get at least 150 minutes of moderate to intense cardiovascular exercise weekly to promote good health, & to my surprise raking leaves was listed in the category of moderate physical activity. Not bad! How about strength building? Raking helps to build upper body strength in the arms, shoulders and back due to the constant arm movement. In the meantime, your core is working hard to stabilize your body as you move the rake on each pass. As an added bonus, bagging the leaves provides strength benefits too, as reaching and squatting to pick up the leaves will strengthen your lower back, core and leg muscles. What about the caloric burn I was talking about? Well, did you know that raking leaves can have more of a caloric burn than a 3.5mph walk, a flow yoga class or a general weight lifting class? It's true! According to Spark People, a 125 lb. person can burn up to 102 calories every 30 minutes, while a 185 lbs. person can burn up to 174 calories in the same time frame. Of course there are other areas to factor into your raking workout such as, how often and long you rake, how big your lawn is, and how many deciduous trees you have in your yard. When you think about it, it's the perfect two for one! You get a workout in and complete your chores all at once. Want to check out how much you could burn in one raking session? Try this site for more details, https://www.sparkpeople.com/resource/calories_burned.asp?exercise=84. So, now that the leaves are changing & we're sitting for longer periods of time than before, do yourself a favor and forgo the Pats game, throw out the leaf blower and don't hire the neighborhood kids to rake your yard. Instead, rake those leaves yourself and encourage your students to do the same. You both can reap the health benefits of the muscles you're building and calories you're burning. You never know, raking leaves could be the new workout for both you & your students. Everyone could be squatting, reaching & raking themselves into a better shape. Happy raking!

Garlic Butter Steak Bites with Zucchini Noodles

Kristen Hrubowchak, VP Health – kristen.hrubowchak@sau24.org

I hope everyone's start of the new school year has been as smooth as can be given the climate. I know with the thanks to my awesome department and lots of caffeine we have been making it the best we can. If you are finding it hard to make time for dinner I have a recipe that will help you out. This recipe requires only one pan & takes less than 30 minutes to make! I hope you enjoy them like I have :)

INGREDIENTS LIST:

1 1/4 lbs (450g) **sirloin steak** cut into small cubes; 4 medium **zucchini**, spiralized (or a pack of store-bought Zucchini Noodles); 1 tablespoon **olive oil**; 3 tablespoons **butter**, divided; 2 teaspoons minced **garlic**; 1/4 cup (60ml) **beef or vegetable broth**; 1 tablespoon minced **parsley**; 1 teaspoon fresh **thyme leaves**; 1/2 teaspoon **red chili pepper flakes**, optional; Juice of 1/2 **lemon**
Marinade: 1/4 cup low-sodium soy sauce (or coconut amino for paleo and gluten-free); 1 tablespoon olive oil; 1 tablespoon hot sauce (or Sriracha); Fresh cracked black pepper, to taste; Juice of 1/2 lemon

Directions:

1. To prepare the garlic butter steak bites recipe: In a mixing bowl, combine the ingredients for the steak marinade (soy sauce, olive oil, hot sauce, pepper, and lemon juice) and add the steak bites. Mix well and marinate for 15 to 20 minutes minimum, while preparing the other ingredients.
2. Heat the olive oil in a large skillet over high heat. Drain steak bites from the marinade. Keep the remaining marinade for later.
3. Place the steak bites in the skillet in a single layer. Do not overcrowd the skillet or meat will steam, so you may have to work in batches depending on the size of your skillet. Cook steak bites for 3-4 minutes, stirring occasionally until steak bites are golden brown. Repeat with remaining steak bites if needed.
4. Once all the steak bites are golden brown, add 2 tablespoons butter and garlic to the skillet; cook for 1-2 minutes, stirring to coat the meat in the sauce. Remove the steak bites to a shallow plate and set aside.
5. In the same skillet, add butter, lemon juice, red pepper flakes, beef broth, and remaining marinade juices. Bring to a simmer and allow to reduce for 2-3 minutes, stirring regularly.
6. Add the spiralized zucchini noodles and toss for two to three minutes to cook it up. Stir in the fresh parsley and thyme, then allow the cooking juices to reduce for one minute if the zucchini noodles render too much water. Push the zucchini noodles on the side, add the steak bites back to the pan and reheat for another minute. Serve immediately your garlic butter steak bites and zucchini noodles. Enjoy!
<https://www.eatwell101.com/>

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*Join us for our Virtual LIVE Awards Ceremony
Thursday November 19—6:30 p.m.*

DRAFT Virtual Conference Schedule

Thursday November 19, 2020

Time	Session A	Session B	Session 3
8:00 - 9:50	Welcome & Keynote with	Business Carrie Ekins,	Meeting Drums Alive Founder
9:00 - 9:50	Updates & Impact of CATCH My Breath Losee/Cucina	FREE Safe Routes to School Biking & Walking Safety Bedard	2019 Teacher of the Year Awardees Favorite Warm Ups Lyman, McGuigan
10:00 - 10:50	Vaping Updates Budnitz	It's so much more than a ropes course! Derick	Fencing: Playing tag with foam swords! Bolduc
11:00 - 11:50	Pumping up that body positive image! Hurley, LaPoint	NYRR PE Resources for In-person & Remote Instruction Beggs	USTA Net Generation School Tennis Program Driscoll
11:50 - 12:25	LUNCH	BREAK	
12:30 - 1:20	Pedometer Warm-ups/Technology Goal Setting/H.S. PE Destani/KSC Students	SEL Skills-Based health education McCarley	Drums Alive Stomp and Drum Ekins, Owen
1:30 - 2:20	Retirement income planning & financial essentials Murray	Technology in PE Petrucci	From lows to highs- Debriefing activities to find the meaning Derick
2:30 - 3:20	Special Olympics Grogan	Applied Arousal Regulation Strategies Sport Destani/KSC Students	COVID-19 - Response & Resources from OPEN - Devore
7:00 - 8:00	Virtual Awards Ceremony - LIVE		

Friday November 20, 2020			
Time	Session A	Session B	Session 3
8:30 - 9:20	Creating Successful Learners in HE Bartlett	Digital Portfolios In PE Bolduc	Integrating Yoga & Mindfulness in PE K-5 Biese
9:30 - 10:20	How to Build a Digital Lesson Library Tiller	GAGA Ball Holloway	Integrating Yoga & Mindfulness in PE 6-12 Biese
10:30 - 11:20	Digital Tools for the Health Ed Classroom Thomas	Make Every Lesson Observable Bartlett	Drums Alive Mathematics in Motion Ekins, Owen
11:20 - 11:55	LUNCH	Break	
12:00 - 12:50	Bringing DEI into our gymnasium every day! Hurley, Augustus	PE for Students with Disabilities in State of NH Grenier, Castagna	Pickle Ball Middle School - Recreational Instruction Program Birse-Siegel
1:00 - 1:50	Mindfulness & SEL for all DiRenzo	From lows to highs- Debriefing activities to find the meaning Derick	GOLF in School, The First Tee National School Program Sargent
2:00 - 2:50	2019 Teacher of the Year Q & A Lyman, McGuigan, Murphy w/PE VP's	Dove Self-Esteem Program Petrucci	Beginning Cricket Bolduc

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New Hampshire Association for
 Health, Physical Education, Recreation & Dance

NHAHPERD Virtual Annual Conference – November 19 – 20, 2020
‘Vision 2020: Innovate, Collaborate & Educate’
2020 CONFERENCE REGISTRATION AND MEMBERSHIP FORM

Name: _____ *Please circle preferred address (Home/Work)
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 Address: _____ Address: _____
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*Please check one interest area in each column

<u>INTEREST AREA</u>	<u>RESPONSIBILITY</u>	<u>EMPLOYMENT LEVEL</u>
<input type="checkbox"/> Health	<input type="checkbox"/> Teacher	<input type="checkbox"/> Pre to Elementary
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<input type="checkbox"/> Recreation	<input type="checkbox"/> Retiree	<input type="checkbox"/> Secondary
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<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Agency

Membership ** is required for Conference Participation & **IS** included in the Total Fees:
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