

NHAHPERD NEWS

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

SPRING EDITION

MAY 2020



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

President’s Message:

Amber McLane: amclane@sau73.org

Happy Spring Everyone! It's time to get outside and enjoy this beautiful weather with your families. The days are longer and the sun feels good! ***Here are some Top Tips for teaching HPE virtually, and what I have learned during remote teaching:*** As we experience this virtual adventure, be creative, flexible and authentic. Add humor to make children smile. Record and post yourself doing innovative activities. Encourage your students to get their whole families involved with exercise, and connect with students daily. This experience has made me a stronger teacher. I have stepped outside of my comfort zone, collaborated with colleagues, and asked for help when I have needed it. Be confident and true to yourself. We will get through this difficult time. NHAHPERD is here to help and provide resources.

I was recently asked a question? *What do you want your teaching legacy to be?* So many thoughts went rushing through my mind. I wanted to share my journey, so I started reflecting on why I wanted to be a Physical Education and Health Teacher. I analyzed the early years of teaching, and how far I have come in fifteen years, and where I will be in the next twenty-five years. As I was responding to the question, I realized I have been giving a wonderful opportunity in life to use my voice and actions to educate and empower my students to be physical and health literate individuals. I hope my lessons, skills, and self-awareness skills will be transferable with my students into their adult lives. So back to the initial question. I want to be remembered for my dedication, and drive to be the best teacher I could be. I took risks, and learned from my mistakes, and provided my students with innovative authentic lessons. I want my students to know that I care about them in and outside the walls of the gymnasium, and I have built strong connections. Overall, I want the community of Gilford to be proud of the Physical Education and Health program that my colleague and I have implemented over the years.

So my question to you is the same...***What do you want your teaching legacy to be?***

At some point in your career you may get stuck just going through the motions, or not in a good place where negative thoughts creep in.

I ask you to reflect, take time for yourself, and figure out what **YOU** want to be remembered for after you exit this amazing career.

As you have read in previous articles written by me, I love working with student teachers. I have been working with Plymouth State University student teachers for ten years. It gives me such joy to work with these young individuals and provide them with feedback as they prepare to start their teaching careers. It also keeps me up to date, and on my toes, which is important for any veteran teacher. For all student teachers or individuals just entering the teaching profession, here are some tips from me:

As you embark on one of the best professions, enjoy, relax, and love what you do! As you start your career as a Physical Education teacher, there will be obstacles to overcome; and you may feel overwhelmed and stressed, but live in the moment and connect with your students outside the walls of the gymnasium. Don't be afraid to try new things. Be creative, flexible and be authentic, but understand that every lesson might not go the way you had planned, and that's okay. Reflect and look at it as a learning experience instead of a failure. Organization and time management will help you when developing and teaching your lessons. This is such an exciting time for you but always remember:

- Have FUN!!!
- Have a great sense of humor.
- Work together with colleagues throughout your school.
- Get involved with your school community/ atmosphere.
- Ask for help when you need it.
- Enjoy the process of developing your classroom management skills.

Just remember you got this! Give yourself a pep talk if needed. You have put the time and effort in developing your skills. Be the best teacher you can be. Have high standards and expectations for yourself, and be confident you are providing your students with the best physical education they can receive. Good Luck!

Lastly, I wanted to share with you all I was planning on attending my first SHAPE America Conference in Salt Lake City, Utah, but I will have to wait till next year! I hope all our NHAHPERD members and their families are safe, and healthy. Remember to keep moving and keep smiling!

Jarrold Brooks, President Elect;
brooksjarroldnh@gmail.com

Hello NHAHPERD Family. One word: Woah!!!! Talk about crazy times that we are a part of right now. It is an amazing time to be a teacher, even though it can be stressful. We are doing things that we never thought would happen in our careers. We are tasked with challenging our students to be active learners, and pushing our students to be/do their best. This task is super difficult on a good day, never mind trying to do it with very minimal personal interactions we are subject to through remote learning. I hear day in and day out what a fantastic job our teachers are doing across the state, and I want to reiterate that you are part of that!

One of the most important things you can do as a teacher right now, is to take care of yourself mentally and physically. Your well-being has a great impact on the students we work with on a daily basis. Every day you should take time to exercise, get fresh air, clear your head, and reduce your stress level. Many of us do this a number of different ways (walking, hiking, running, etc.), but here are a couple resources and ideas to use throughout this journey that you may not thought of. First, begin a journal to release your thoughts and feelings. This will allow you time to reflect on each day and make changes that will help maintain a proper self-care routine during this time.

Second, disconnect from the noise. Try to limit the outside distractions (news, social-media, etc.). Listen to soothing music/nature sounds to help you relax as you begin the challenges that face you in the coming week. Try to find a quiet place to work with limited distractions. This may mean going to be earlier, allowing you to get up and work before your children/spouse are up and needing your attention. Ultimately, this may allow you to be more efficient and get work done earlier, allowing more time to relax and be with family.

Third, are you looking for a great way to exercise and stay active while we are working from home? FitOn is a great app that is completely free during this time and offers a wide variety of workouts from beginner to fitness guru.

Lastly, this is a great time for you to start practicing mindful breathing exercises. These exercises can lower your heart rate, lower blood pressure, and increase healthy digestion. If you are not sure how to practice mindful breathing, there are many free resources on YouTube that are a great starting point. As I wrap this up, I hope you continue stay happy and healthy to finish off this crazy school year.

Best of luck!



NHAHPERD Conference 2020

Melody Gray, Program Coordinator, graymelody2@gmail.com

Our theme this year is ‘**Vision 2020: Innovate, Collaborate & Educate**’. I feel this year’s theme will resonate with all of us as an opportunity to be creative and reach out to other educators to provide quality education during these challenging times. Your executive board has been working hard to provide an interesting and engaging program for you this year. This is a great chance for you to learn something new from other professionals in your field and network.

Some of the topics we can look forward to thus far are:

- Yoga for middle school kids
- Pickle Ball Middle School-Recreational instruction program
- CVS Catch My Breath Program/NH LEAD Curriculum
- Fencing: Playing tag with foam swords!
- Beginning Cricket
- Digital portfolios in P.E
- It’s so much more than a ropes course!
- From lows to highs-Debriefing activities to find the meaning
- GAGA Ball
- Pumping up that body positive image!
- Bringing DEI into our gymnasium every day!
- Cooperating Teachers’ Perspectives on Student Teaching

Keynote Speaker:

Carrie Ekins the founder and creator of Drums Alive. 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. Look forward to her keynote address Thursday morning and amazing presentations with Dean Owens offered both days!

Professional development opportunity & CEU’s!!!

Be a presenter!!!

Do you have a unit plan that you would like to share? Have you collaborated with other teachers to teach a special program and want to share that process? How about a special interest area such as dance, nutrition, or an after school program that others could learn from. Want to spend two days with your colleges in beautiful Waterville Valley?

We welcome all that are interested in presenting, so start brainstorming!

the **GRANITE** walk of ages

MARK YOUR CALENDARS!!

Friday May 29, 2020 – 12:00 p.m. noon - Statewide

Join all NH residents and families statewide at 12 noon for a 20 minute walk
from your home, neighborhood or local trails.

Register at the Governor’s Council on Physical Activity and Health website, www.nhmoves.org

And kickoff the Granite State 90 Day Summer Challenge – June 1 – August 31

Sign up and receive a Certificate of Participation, 90 day calendar with physical activity links
and be entered into our gift cards and prize giveaways.

Be the first 100 to register and receive a free 90 Day Challenge bandana.

The “Granite Walk of Ages” is a statewide health initiative, centered on bringing together towns, cities,
schools, organizations and businesses in New Hampshire.

Use this as your ‘Trial Mile’ for the Granite State 90-Day Summer Challenge beginning June 1st!



Tennis at Home

Hi,

I hope you are doing well during this uncertain time. I'm Eric Driscoll with the US Tennis Association.

While you're working hard to keep safe, the United States Tennis Association and Net Generation are here to help you keep your students active at home while schools and parks are closed.

Please feel free to utilize and share our Tennis at Home (<https://netgeneration.usta.com/us-en/tennis-at-home.html>) website with your students - no pressure, we just want to provide some resources if you find them useful. There are fun at-home tennis activities, videos, games, and projects updated weekly!

Also, click here (<https://www.usta.com/en/home/organize/creating-play-opportunities/national/tennis-in-schools.html>) for more information on how you can quickly register to receive access to weekly Tennis at Home updates as well as free standards-based curricula and equipment to help grow tennis in your PE classes.

Please contact me with any questions. You can reach me at : driscoll@newengland.usta.com

Eric Driscoll

USTA New England - Schools and Tennis in the Parks Manager

110 Turnpike Road | Westborough, MA 01581; 207-232-6925; www.usta.com/newengland

“To Promote and Develop the Growth of Tennis”

STUDENT CORNER

J.J. Tinney, Student Rep; james.tinney@ksc.keene.edu

Looking on the Bright Side of Covid-19

During these unprecedented times people are dealing with many problems and concerns surrounding the virus. From dealing with how to interact with students to handling family members contracting the virus, these are undeniably hard times. Trying to keep a positive outlook on this whole situation can be difficult as well. My message today is focusing on the bright side of this situation and hopefully helps you as a reader to look towards the positives you can take from this experience.

As Teacher being resourceful is often a requirement more than a suggestion. In these times this has never been truer. As we have been forced into remote learning, we as teachers had to scramble to find ways to be able to engage our students the best we could, whether that be through online meeting, online classrooms, or even through videos. For schools/communities that do not have the resources to provide internet access for students', work has been delivered through bus routes and pick-ups. All teachers have had to adopt new strategies to provide their students with meaningful learning experiences. Through this many have learned new technologies that can be used in their class even after this is all over. Curriculums will be strengthened by incorporating the resources we created during this time. For example, I have developed a YouTube channel for my students to learn new skills. I can potentially use these videos as resources for my students in the future as a way to cover material before my class even starts. This would allow for more activity time and less time wasted on me talking. Other assignments created during this time may help add to ways we as teachers assess our students in the different areas. By creating worksheets and other projects that have been created during remote learning, physical education classes will have the chance to show examples of student learning in each domain. Projects that have students creating videos of themselves performing and even applying the skills taught in your class will show students' progress in the psychomotor domain. Worksheets that check for understanding of skills and strategies in different sports/activities will show learning in the cognitive domain. Lastly, by having students respond to moral situations that may occur during the sport/activity you are working on it will mark how students have developed in the affective domain.

By no means is this situation ideal but by looking at it as an opportunity to further your program it may seem a little less bleak. Remember that you have a support system that you may rely on within the NHAHPERD community and there are resources out there, see Dr. Destani's article, that will help you get through this time. Using this support system and resources while keeping a positive outlook will help you to be the as successful as possible.

Student Profiles: Allyson Reynolds and Hannah Reinfrank – UNH- H & PE Reflections on learning experiences and recommendations for HPE students

Who I am-

Allyson Reynolds- Being a health and physical education (HPE) teacher means a lot to me. I have always been passionate and involved in sports and physical activity which has had a great impact on my life. Keeping active and competing athletically not only has provided me with a healthy lifestyle but has also put me in contact with some of the best people in my life. As an HPE teacher, you have the ability to make a direct impact on a student's life each day. Whether it's helping them make friends, understanding how to win and lose, or learning a new skill like kicking or throwing. This makes our profession quite rewarding and I am very excited to start this new chapter of my life.

My time at the University of New Hampshire (UNH) has been nothing short of amazing; whether in the classroom or on the soccer field. I transferred into the UNH HPE program from another institution in the Winter of 2018 and was welcomed right away by all of the students and professors. The professors provide us with different experiences and knowledge of important information in the topics of team sports, lifetime sports, inclusion activities and health topics. The program also provides the opportunity to complete practicum hours in school districts all over the state, which gives us direct contact to learn from some of the best Health and Physical Education teachers that New Hampshire has to offer. My participation in Division 1 athletics as a member of the women's soccer team at UNH has also provided me with many valuable lessons and experiences that I hope to take into the school gymnasium with me. For example, from time management skills, to communication skills, competition, to victory and defeat and so much more. Most importantly, being on a team has taught me how to work within a team, being able to form bonds with people is very important in teaching, not only with your students but also co-teachers and administrators. Being able to have a safe, competitive and fun environment was the goal for every game and practice that took place at Wildcat Stadium and throughout the country representing the University of New Hampshire. Knowing how important those three things are will also be the main focus in my classroom.

Suggestions for HPE students: A few things I would like to suggest for other students in the HPE field would be to **get involved on campus and in the community**. Not just with sports but with the major; there are plenty of opportunities to make a difference and interact with other people. UNH is the perfect place to do that! Next, I would say **take your practicum hours seriously**. The fabulous teachers that we get to work with provide us with not only a ton of information, but all of the small things in between, like classroom management, stop & go signals & developing relationships

with students. Ultimately they will always be a mentor that you can contact if you are ever in need of a new game, idea or lesson. Lastly, **be confident in yourself**. At first it can be very overwhelming to stand up in front of a large group of young children or teenagers. But at the end of the day, they are looking for you to provide them with knowledge about skills they may have never learned before and can then be applied to their everyday lives. Be confident in what the professors at UNH have taught you, because they will be needed in situations you never even thought of.

Editor's note: Allyson Reynolds was the winner of the Barbara K. Newman Award in the Department of Kinesiology. It is awarded to an undergraduate for their academic standing, participation in athletics, and service to youth. Allyson was also awarded: 2019 America East All Conference – First Team; 2019 United Soccer All-Atlantic Team; 2019 All New England- First team; 2019 UNH Team MVP; 2019 United Soccer All-East Region Scholar Athlete. She was also one of the coordinators of our Friends in Action program. Friends in Action is a weekly recreational program for adults with developmental disabilities from the Seacoast area.

Who I am-

Hannah Reinfrank- Being a health and physical education teacher means everything to me! I was physically active my whole life, whether that meant being part of a sports team, participating in my physical education classes, playing pick-up games or simply being active by myself. I believe in the importance of not only being physically active or being healthy in other areas of one's health, but also that everyone should have the opportunity to be educated on how to be healthy in order to have a positive wellbeing. But health and physical education itself is not the only reason that being a teacher means everything to me; it also comes down to students. I find so much joy in educating and connecting with others, especially younger students. I think one of the many perks of being a teacher is actually realizing how much your students teach you. They bring their joy and happiness to me, which in turn, fuels the young spirit in all of us. Deep down, I believe no matter how old we are, we all still are kids on the inside who love to be active, interact with others, and are endlessly curious!

My time and experiences at UNH have been incredible. I transferred into the HPE major in the fall of my sophomore year and it has been nothing but exciting, engaging, and educational since. The amount of educational and personal lessons I have learned through this major are infinite. One of the opportunities I have had the great honor of being a part of and one that I have applied numerous times in both my teaching and in everyday life, is my work with *Friends in Action*, also known as *Wildcat Friends*. I was able to work and be a part of Friends in Action for three semesters, and if you get the chance, I think everyone should take the opportunity to teach, learn, and connect with the adults of Friends. I believe that Friends has taught me lessons in acceptance, communication, inclusion, along with how to adapt and modify games and skills involved with physical education; things one can only learn by participating in activities and interacting with people who may be a little different than you are.

Suggestions for HPE students: While I believe that there are countless suggestions, lessons, and concepts that every students in the Health and Physical Education major should know, below are a list of three points that if you take nothing else away from your education, take these:

Have confidence in yourself. I know it may not be natural to be able to stand up in front of 20 to 40 people, especially students. It may even be terrifying, but have confidence in yourself and your teaching abilities. Your professors, cooperating teachers, and other professional figures in your life will provide you with every concept and tool you will need to be able to teach, along with the opportunity to continuously practice throughout your schooling. You have all that you need to be a great teacher! However, if all else fails, if you make a mistake or mess up, then know that only shows you are human. Take the mistake and use it as a lesson for the students to show that it is okay to mess up.

Make the most of your practicum and student teaching. Use those opportunities to practice teaching as much as you possibly can. Take your hours seriously, show up on time and be prepared, dress and act professional. It is the start of your career, make sure you start off on a good note. Having good remarks under your name will only provide benefits for you, in both the short and long term. Ask your cooperating teachers anything and everything. They are a very helpful and handy resource, they have the experience you lack at the moment and have been through what you are going through. Ask them lots of questions.

Let yourself be uncomfortable. I found that the times in which I experienced the most growth, gained the most knowledge, and created my most valuable connections were during times I was most uncomfortable. Stepping out of your comfort zone and trying something new, even if it does not go well, will only teach you lessons. As a student, teacher, and person, you will come across moments where you are in an uncomfortable setting countless times throughout your life - embrace it, as it will only make you a better person.

Editor's note: Hannah Reinfrank was awarded the Joyce Hiller Award in the Department of Kinesiology. The award recognizes a student in the department with high academic standing and contributions to the community. Hannah is one of our HPE officers and helps organize the Friends in Action program.

Submitted by Michelle Grenier, PhD, Faculty in the Health & PE Major, Department of Kinesiology, UNH.

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healthmovesminds.org

Resources to Support Quality Online Physical Education

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

Happy Spring! I would like to begin this spring newsletter entry with an 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)
Motivating students to engage in regular physical activity has been one of the greatest challenges facing physical educators today. This challenge has become even more increasingly difficult in the wake of the COVID-19 pandemic as schools have gone to remote learning. The American College of Sports Medicine (ACSM) made the following statement related to the importance of regular physical activity during this pandemic. *“For all of us, young and old, regular physical activity is important for staying healthy! Compared to just sitting around most of the time, moderate-intensity physical activity is associated with better immune function. Regular physical activity can help reduce your feelings of stress and anxiety (which many of us may be feeling in the wake of the COVID-19 pandemic).”*

This quote is important for the students learning remotely but also the potential impact it may have on the parents of those students who largely assist their children to comprehend the assignments. In addition, physical educators who are accustomed to being regularly physically active are also being impacted by this remote learning by having less on the job physical activity. Some physical educators may be well-prepared for the transition to online learning whereas others are doing a lot of catching up. SHAPE America has provided virtual resources (<https://www.shapeamerica.org/covid19-resources.aspx#r2g>) or tips to teaching in a remote environment that is largely centered on assessing your curriculum and repurposing it for at-home work. This entails creating directions of how to explain the at-home work to the parents and students whether that is through clearly articulated assignments or through video instructions (recorded demonstrations). These assigned experiences can be smartly crafted to get the family physically active together, revisit practicing physical skills (e.g., playing catch), run, stretch, work out in home gyms or using home items to maintain muscle fitness, and providing mental stress relief. On this web page you will also find a resource for, Guidelines for K-12 Online Physical Education. <https://www.shapeamerica.org/uploads/pdfs/2020/guidelines/Online-PE-Guidance-Document.pdf>

Brief summary of the above document:

- Online Physical Education (OLPE) has been mostly used for secondary level students
- Mixed models of delivery synchronous (required times to meet face-to face or remotely) versus asynchronous (independent learning with weekly assignments)
- Most OLPE seem to focus heavily on fitness and cognitive outcomes rather than psychomotor outcomes
- Challenge is to offer real-time psychomotor feedback to improve motor skills
- OLPE still need tailor program/activities according to individual IEPs
- Try to address all National Standards and not just fitness and cognitive standards
- Keep up with the technology trends (physical activity and fitness apps)
- Try to get parents involved in their child’s learning (could provide tips for parents to offer skill feedback to their child)
- Provide students with multiple options or choices in activities
- Have them keep track of not only physical activity but screen time to physical activity
- Use parents to verify physical activity at-home or use technology
- Need to still assess (students can capture themselves on video or zoom video conference pre and post)
- Assess formatively and summatively in all three learning domains (psychomotor, cognitive and affective)
- Utilize K-12 standards-based online resources like <https://openphysed.org/> for sample learning activities and assessment strategies
- Collaborate with other school teachers in sharing ideas such as using google online tools such as google classroom and google docs
- If available, use activity tracking devices (Fitbit, Polar, and Garmin)
- Create an online discussion board to help answer student and parent questions as well as guide them through activities

Other valuable websites or web-based links:

<https://www.nhahperd.org/quick-links>; <https://health.gov/moveyourway>; <https://everfi.com/>

Final note: I hope these online resources help inspire you and ease the stress on converting to an online physical education program. Do not fear failure that some ideas you have may not work but instead embrace this new online environment of learning because the stakes couldn’t be any higher. Be safe, stay regularly physically active yourself, embrace this new challenge with the same planning effort you gave face to face and you and your students will be better for it moving into the future!

HEALTH EDUCATION NEWS

Challenge Day—Debby Apiki, VP Elect Health deb.apiki@sau24.org

Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. According to a Casel research report, teens crave status and respect, and need these things to perform well in school. Because teens crave respect, it's important to create a school climate where their strengths are recognized and valued. Challenge Day is a program that emphasizes empathy-building practices where students can feel respected, valued, and gain connections with staff and other students. The goal of the program is to recognize stereotypes, labels, and differences that exist among students and to tear down the barriers, with an important goal of reducing bullying in schools.

We had a Challenge Day program at our school in March, and it was an amazing experience. Challenge Day is a nonprofit organization that helps people learn to connect through powerful programs in their schools. Using interactive activities, the program provides teens and adults with tools to break down the barriers that exist between us. "Cross the Line" and "If you really knew me, you would know" are two of the activities we participated in at our school's Challenge Day. These activities provided a safe and non-judgemental environment for people to express the challenges that they had experienced in their lives, and to provide direct and immediate support to each other. These activities created an environment of safety, acceptance, and respect.

The many interactive activities that were held throughout the day were inspiring and led to connections within the entire school community. The day after Challenge Day, those that participated brought this positive energy and caring out into the school community.

Resources: Challenge Day website: <https://www.challengeday.org/resources/what-is-challengeday/>

Casel Research Report: <https://casel.org/wp-content/uploads/2018/11/Respected.pdf>

Self-Care in Uncertain Times—Holly Alperin, Past-VP Health Education; Holly.Alperin@unh.edu

We don't need to be reminded how uncertain these times are. In fact, the idea of certainty is something that I, myself, would welcome. As educators, we have made amazing pivots in how we teach, what we teach, & how we connect with students. We have had to reconsider the way that we are going to introduce content, question the capacity of students to complete assignments given their available resources & technology. At home, we may be faced with taking care of & teaching our own children, taking care of parents or older relatives, juggling home responsibilities, etc. One thing we may not have given as much thought to is **how are we taking care of our self?** Sure, we have all heard or seen people who are diving right in & getting all sorts of things accomplished during their time at home. They may even be encouraging us to start a new project or workout routine & if that feels right, go for it. On the other hand, I am here to encourage you to be OK with whatever it is you need to do in order to get through these times. For some this may mean planning the day to keep a schedule that feels "in control". For others, this means taking a step back from responsibilities & focusing on time at home or managing responsibilities. Perhaps, you or someone you love works as an essential employee & you are taking available moments to rest & recover.

In health education, we often talk about the *Dimensions of Wellness*. Simply, the concept of **mind-body-spirit** is ever present & we must all be mindful of taking care of this for ourselves. In the coming weeks, ask yourself the following questions & use them to help guide you in your own self-care plan.

1. Take your own pulse, what is it telling you? While I am not talking about your physical pulse (though stress can definitely change it), I am encouraging you to take a moment to consider how you are feeling, what is working well for you, and in what ways you need to adjust. If you find that you are struggling, who is a trusted partner, friend, or relative that you can talk to? What would you say to encourage your students to remember when working through a stressful time? **2. When is the last time you moved your body?** While we may not be able to get to the gym, we are lucky to live in an AMAZING state with many options to explore nature. Whether this is in your own neighborhood by stopping to listen to the birds singing (yes, they are singing more and louder during this time), exploring a nature trail in your community, or getting your heart-rate up in your own back yard, I encourage you to get some fresh air and get yourself moving. On the flip side, if you are not working out to your "usual" level give yourself some grace and know that you will likely go back to that (if you want), but right now is not the time to put the added pressure on yourself.

3. When is the last time you challenged your mind... because you wanted to? While many of us are still working to teach students, I challenge you to identify how you can challenge your mind. This may mean reading a mindless book for fun, pulling out a mad-libs and letting the ridiculousness make you laugh, doing a cross-word puzzle, or solve some brain teasers. If you are looking for a way to grow in your skills as an educator, consider taking an online course, exploring a new language, or crack open that professional journal that came in the mail.

At the end of all of this, and there will be an end, please know that no matter what you did to get through this is OK. Find ways to take care of your own mental & physical health because as the airlines say *put your own oxygen mask on first*. If we don't take time for ourselves, we cannot be there for others. I look forward to seeing you all soon and in the meantime say Hi on twitter at [@hollyalperin](https://twitter.com/hollyalperin).

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

What a crazy time we are entering in education! As we begin to navigate this process as educators, I can only imagine how students are feeling. Reaching out and connecting with families, students and other faculty I have found that students are overwhelmed. Students are lost with how to organize school work, manage a schedule and include some down time for themselves. Students who need a little extra help with their executive functioning skills have reached out for organization documents. Students have used the following documents and I have seen an improvement with their online assignments being completed. I hope they will share the same benefits for your students!

Work Progression Organizer

Project Name	Class	Due Date	Progress	DONE!
Nutrition Summa- tive	Health	4/24/20	I am halfway completed, I just need to finish the follow up questions	Finished it on 4/21/20!

Day by Day Schedule
(Have a box for each day – Monday – Friday)

Monday	By the end of Day I need to... 1. Email Ms. Hrubowchak for attendance 2.
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REMOTE LEARNING INFORMATION

Marcia McCaffrey, Arts & PE Consultant, NH Dept. of Education, marcia.mccaffrey@doe.nh.gov

PE and Health Resources

Sharing Lesson Plans and Ideas for Remote Learning;

A Google folder, *courtesy of NHAHPERD*, for NH PE teachers to share and exchange ideas and lessons.

SHAPE AMERICA

- **Covid-19 Resources Page (All this on one web page!)**
 - Online PE Guidance
 - Mind & Body Calendars
 - CDC Guidance and Resources
 - Technology Resources Tutorials
 - At-Home Fitness Ideas
 - Content from Fellow Educators and Corporate Friends
 - Ready To Go Take Home Packets

Governor Sununu’s Emergency Order #7—Issued on Monday, March 23, 2020

“In order to implement remote instruction, many school districts have found it necessary to utilize software applications, digital tools, and extensions that the districts have never before used and many districts do not have adequate time or resources in this emergency environment to vet such software applications, digital tools, and extensions against their local data privacy and governance plans adopted pursuant to RSA 189:66, V prior to the deadline for implementing remote instruction. Therefore, to facilitate uniformity across the State and to enable cooperation among and between districts and the Department of Education in vetting new software applications, digital tools, and extensions for data privacy compliance, for the duration of the State of Emergency declared in Executive Order 2020-04 any software application, digital tool, and/or extension that meets the minimum standards established by the Department pursuant to RSA § 189:66 shall be deemed to be compliant with RSA § 189:66 without regard to the district's data and privacy governance plan.” NH Personal Identifiable Information (PII) law, RSA § 189:66, sets forth that every school district must enter into an agreement with individual companies for meeting NH personally identifiable information standards. Emergency Order #7 allows school districts to utilize technology tools and apps that other districts already use, have deemed “safe,” and have an active agreement on file.

The **Student Data Privacy Consortium** provides educators and school districts a search engine to identify NH school districts that have active agreements for particular tools and applications that permissible for use by districts without such agreements on file.

Student Data Privacy Consortium:

➤ **National Database Search for Online Resources with Active Student Privacy Agreements**

- https://sdpc.a4l.org/search_national.php
- Search more than one way. Sometimes the resource shows up one way but not another (e.g. Search by Company Name. If no luck, search again by NH).
- Hint: Berlin & Bedford School Districts have lots of active agreements; use one of these districts as a search filter
- Sometimes you have to search by Company name, which may be different from the name of the application.
- Use this platform to research applications. Direct link to application websites provided.

NH Educator Resources: These NH websites and resources will assist educators, families, and students in navigating remote learning during the Covid-19 pandemic.

NH Learns Alliance: (yet another website); The NH Learns Alliance provides vetted resources for the NH education community. The Alliance includes leadership from NHSAA, NHSLMA, NHASP, NHSTE, NHCTO, NHASCD, and VLACS and supports the efforts of the New Hampshire educational community.

Go here to find:

- A sharing tool for contributing online resources;
- Calendar of events for teacher training ;
- Be a presenter: offer to present your best ideas, tools, and tips to others;
- Submit a request for a particular training

NH DOE Remote Learning Resource Portal:

<http://www.nhlearnsremotely.com/> Includes:

- Calendar of events for teacher training in Zoom, Google Classroom, and others
- Digital tools, student privacy (PII) minimum standards for NH:
 - New Hampshire Minimum Standards for Student Privacy
 - Student Privacy Best Practices
- Breadcrumb--School; Remote instruction; NH Learning Initiative:
 - <https://motivis.org/all-articles/>

Other Related Links

NH DOE Remote Instruction website: NH DOE state website

NH DOE COVID19Education Helpdesk: A place to ask questions to the NH DOE

Laura Short, PRA Chair; laura.short2@gmail.com

Hello all of my remote NHAHPERD friends!

Apart from our shared drive, NHAHPERD Remote Health and Physical Education, I wanted to share with you all of the resources that I have accumulated. We are all in this together!

SHAPE America: <https://www.shapeamerica.org>

PE Central: <https://www.pecentral.org>

CATCH My Breath: <https://www.catch.org/>

Cap'n Pete's Power PE: <https://www.capnpetespowerpe.com>

ACES: <https://www.aces.org/schools-programs/magnet-schools/thomas-edison-middle-school/about-us/departments/physical-education-health>

On YouTube, AFH Fit At Home (playlist: workouts for kids): https://www.youtube.com/watch?v=E9MXNlB5S4&list=PLH6YVz52vgzJpVmQOcbx_y18kLLKP0Yau

Teachers Pay Teachers: <https://www.teacherspayteachers.com>

I am not sure how, but my school has secured each teacher 4 activities

OPEN Phys Ed: <https://openphysed.org>

Brain Pop: <https://www.brainpop.com>

Playworks: <https://www.playworks.org>

Demonstrated Success via the NH Department of Education: <https://www.demonstratedsuccess.com/Public/nhdoe/>

Another idea is to connect with colleges/universities to see if they have any professional development opportunities; although those may come with a cost. If you have any questions (or other ideas), please feel free to reach out to me!













PE Central HPE @ Home FREE Resources

Do you have to provide activities for kids to do at home? PE Central has free homework ideas, Movement Plays for PreK and Virtual Field Day Ideas.

<https://ssww.teachable.com/p/homework>

Free Registration to Access Materials

Need Online Professional Development at a Discount? PE Central has over 50 Self-Paced and Graduate Online Courses Featured Courses:

<p>Social & Emotional Learning in PE</p> <p>(5 PD hours)</p>   <p>Social & Emotional Learning for PE</p>  <p>PD Hours: 5</p>	<p>Adapted PE Programming for the Autism Population</p> <p>(8 PD hours)</p>   <p>Adapted PE Programming for the Autism Population</p>  <p>PD Hours: 8</p>	<p>Assessment in PE Graduate Course</p> <p>(3 grad credits, 8 wks)</p>   <p>Assessment in Physical Education</p>  <p>May 11 - July 3, 2020 </p>
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NHAHPERD & PE Central have teamed up!

NHAHPERD Members receive 10% off Online PD Courses

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

Use link above to learn more.

Use coupon code **NHAHPERD** during checkout to save 10%

5% of sale goes to supporting NHAHPERD

RECREATION NEWS

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

As many of us struggle with the uncertainty surrounding COVID-19, we are now forced to find new ways to reach our students. Zoom, Google Classroom and Skype have all been great resources to interact with our students. However, learning to fully utilize these resources can be challenging. I personally have had trouble learning the ins and outs of our new virtual classroom, but it has also proven to be a great opportunity to explore creativity in my lesson plans.

Each week I record videos of myself completing these challenges and talking to my students. I decided to organize my students by grades; K-2 and 3-5. Each group receives a different set of lessons featuring physical challenges for my students to complete. My K-2 group challenges are typically light hearted and fun activities such as dance, yoga and hopscotch. While my 3-5 students have more fitness oriented goals and challenges to complete such as, plank competitions and Tabata work outs.

Creating videos throughout the past month has been incredibly rewarding. I find my students enjoy seeing me and look forward to interacting with their teachers. The responses from the students have been overwhelmingly positive, which gives me more motivation to find fun, unique challenges for my students. As the uncertainty around COVID-19 still continues to dictate our school year, remaining positive and sending these videos has made this time at home with them a little more enjoyable.

Move Your Way and EverFi- Let's Keep Our Students Healthy

Jeff Hastings VP of Recreation; jhastings@derryfield.org

Happy Staycation everybody! I hope this article finds you and your family well. It looks like the corona pandemic is here to stay, at least through this school year, and will be teaching our classes from behind a screen for the foreseeable future. While we're home it will be important for us as educators to keep ourselves, our students and their families healthy and active. Besides OPEN and SHAPE, which are fantastic resources, I've come across two other sites to help with our on-line teaching and keep our kids moving and healthy. Move Your Way and EverFi are two sites that provide teachers, families and students with resources to stay active and healthy.

Move Your Way is a service of the Office of Disease Prevention and Health Promotion and is a movement based site. The site is small, but jam packed with information for both kids and adults. One feature I liked most about the site was the interactive weekly planner, which allows both parents and kids to log their weekly and daily activities including time spent in activity. The process for logging information is really simple, you just click on one of the many activities they have listed and the site records it onto your weekly activity log. It also lets you know whether the activity was strength or cardio based, and lets you know how many minutes you've spent being active throughout the week. You can personalize your workout choices as well, including indoor or outdoor workouts, why you want to be active and whether you want to workout solo or with your spouse or kids. While most of the information is not new to us as health and physical education teachers, but overall, it is a great resource to share with your entire school community.

Another great site is EverFi. It was released in March of 2020 at the start of the pandemic and is a K-12 website created for all subject areas. It includes a wonderful Health and Wellness component and best of all, it's free! Registration for the site is easy, simply input your name and school, and you can begin to explore the site. EverFi provides a bevy of different courses on Health and Wellness, including interactive lessons for all grades. These lessons are easy to navigate and are full of great information. Some of the areas of focus include Digital wellness and safety, Building Healthy Relationships, Character Development and Healthier Me, where students learn about proper nutrition and making healthy decisions with fun games focused on grocery shopping basics and building a well-balanced meal. There is also a place for you to share your own lessons to any of the courses listed on the site.

Over the course of the next few months let's continue to share with and support one another as we navigate these unprecedented times. Let's remember that keeping ourselves, our colleagues and students healthy both physically and mentally should be our top priority. Stay well. Please visit the links below to learn more about the sites and how you can use them in your classes and community.

<https://everfi.com/>

<https://health.gov/moveyourway>

Remote Learning Nutrition Unit

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

We are all looking for creative ideas for our students right now. Personally, I like to give them more time doing hands on activities and less time in front of the screen. One lesson that my high school health class really enjoyed during this remote learning was a cooking assignment during our nutrition unit. Students had to research healthy recipes that they could make using the ingredients they had within their homes. For each ingredient they had to explain what essential nutrients were found in it. They also had to explain the 5/20 rule and determine whether or not the recipe provided a healthy or unhealthy amount of percent daily value of each nutrient they listed. Students then had to cook the recipe they found and share it with their families. I had students attach pictures of the recipes they prepared to the essential nutrient/ingredient worksheet that they submitted. The students loved this activity and being able to get time away from the screen and doing some hands-on cooking. It was also a great way for them to connect with their families and get their families involved in a non-stressful way with what they were learning in health.



rising.nyrr.org

New York Road Runners, whose mission is to help and inspire people through running, serves 670,000 runners of all ages and abilities annually through races, community runs, walks, training, virtual products, and other running-related programming. Our free youth programs and events serve 125,000 kids in New York City's five boroughs and 250,000 kids nationally. NYRR's premier event, and the largest marathon in the world, is the TCS New York City Marathon.

In response to the closing of schools, Rising New York Road Runners created **Active at Home** to help educators and families engage youth in meaningful home-based physical activity. It's a fun, free, online resource that provides physical literacy-based activities and games. The activities are safe to practice under space constraints and social distancing guidelines and no equipment is necessary. Each activity includes detailed instructions and photos for adults to help kids with proper form. The site also includes activity videos featuring Olympic Medalist Jenny Simpson, who is our Ambassador & Special Adviser. Check out her TV interview introducing Active At Home.

For more at home resources, please check out the the Rising New York Road Runners **Facebook group**. It's designed to support and build community around **Active at Home** by posting daily activities and inspiration, and encouraging members to share their own tips, ideas, stories and more. Though best known for founding and producing the New York City Marathon, New York Road Runners is a non profit organization dedicated to helping and inspiring people through running and fitness. During this school year, our free Rising New York Road Runners program enabled more than 1,200 schools and after school programs to engage 200,000+ pre-k through high school students in running and fun activities that promote lifetime physical fitness. We welcome the opportunity to discuss how our free, research-based resources can help your state's PE teachers provide high quality at-home and in-school instruction. Please contact us about how we can promote our free services to your members.



YOUTH FITNESS COALITION

Celebrate Wednesday May 6—ACES Day 2020

Project ACES (All Children Exercise Simultaneously), a signature program of the Youth Fitness Coalition, Inc. Project ACES was created by physical education teacher Len Saunders in 1989 as a method of motivating children to exercise. ACES takes place on the **first Wednesday in May—May 6th** as part of National Physical Fitness and Sports Month along with National Physical Education Week. It has been labeled as "the world's largest exercise class" by the media. Since 1989, millions of children from all over the world exercise together to promote proper health and fitness habits. With the obesity epidemic facing the youth of the world, children's fitness plays a major role in fighting heart disease. Project ACES hopes to address these issues with its big event in May, as well as schools that participate in daily [Project ACES Clubs](https://lensaunders.com/aces/) throughout the year.

<https://lensaunders.com/aces/>

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

Curious to know if concepts of spirit or soul are a part of dance units, I found this Journal of Health and Physical Education I article of 1943 when Dance had been in the National Association for just eleven years. During the crisis of World War 2, the author sought to understand what will happen to dance in their time of upheaval and explored reasons Dance is important on multiple levels for both genders.

“Dance provides opportunities for creative expression, for group cooperation, for socialization, for a kind of emotional rehabilitation which is true of no other movement experience.” Ruth Murray, 1943

The Dance Section---Then and Now (1943 ed.) Ruth Murray; Wayne University; Detroit, Michigan

Thirteen years ago the Section on Dance was conceived as an organization to serve the fast growing interests of the dance in education. Eleven years ago it was officially born and given the blessing of the National Association. During the intervening time which has happened in the development of dance and education, not all of it by any means initiated by the section, but certainly those procedures which were sound and good were nourished and disseminated and those which seemed unbecoming or disreputable (at least in the eyes of the experts) were frowned upon and deemed unworthy of good dance practice. The Dance Section has been fortunate in its leadership, which has served untiring Leanne unselfishly the cause of sound and happy dance experience in schools everywhere. We can, I think, point with pride to what has been done.

Now we are in the midst of a tremendous emergency which has already made and will continue to make changes in our professional and personal lives. What will happen to dance in this upheaval; what has happened to it? It seems to me we are forced at this time of great and dramatic changes to take inventory of ourselves, to discover if we can, those things “we have done which we ought not to have done, and those things we have left undone which we ought to have done.” In that spirit, then, may I make some rather pointed observations, to which, I am sure, many of you will take exception, but which may serve as a purgative for my own feelings. It is also, perhaps, a confession of sorts.

First, I believe we have made something of a fetish of “the dance” as opposed to dancing. This sounds paradoxical, perhaps, for there is no essential opposition between them, but let us examine it more closely. By dancing I mean movement that is expressive, vital, vigorous, on-going, more often than not locomotor, in that it arrives some place, more often than not simple and direct and made up of traditional patterns, as opposed to movement which is static, wooden, complex, and overlaid with a kind of painful self-consciousness.

I would rather see a program of folk dance done with spirit and grace than many high school and college modern dance programs which until recently have been exhibited with the first buds of spring. The girl who can do American country dance with style and verve is apt to be much more of a dancer than the A paper presented before The Dance Section, Cincinnati, April, 1943. girl who can do any stretch you might name to the nth degree of “stretchness.” I have seen young people do involved composition in which the evil forces of the world were properly vanquished, mostly with pushes and pulls, when I am sure some of the youngsters would have been unable to do a polka spin around the room without getting their feet tangled up.

BY THIS I do not mean that we should abandon movement skills in our dance classes, but rather that we should have more of them—more running, jumping, turning, skipping, falling, more movement through space, more movement experiences which are expressive, which have swing and rhythm and gaiety to them, which leave one exhilarated and refreshed and ready to go forth with renewed strength to do the more serious work which confronts young people as well as older ones these trying days.

Secondly, I believe that much of our composition in dance has been either too technical or too ponderous in theme. True, it is important for the advanced dancer to know the technical aspects of movement forms and to use that knowledge when composing, but how much more fun for the beginner to make a dance which has meaning to her to a familiar song or rhyme! Why explore the sarabande and galliard before investigating our own American dance patterns? Too often dance themes, forced upon adolescents, are adult-conceived and tend to be too ambitious for an experienced concert dancer to bring to the understanding of an audience. There is a wealth of dance material in the life and concerns of high school girls which a little probing will uncover. Only let us not be too ambitious. Let us concentrate on that which is fun for the group to make and perform for themselves, rather than on a program which will impress an audience with its magnitude at the end of the year. More often than not, they are unimpressed.

Then third, in some areas we could be found guilty of the fault of being precious about dance. Some of us have felt that dance would come to fuller flower artistically in some other department of the school or college, notably fine arts or dramatics. That may possibly be true. However, quite often such opinion derived from the feeling that physical education represented an environment a little lacking in artistic atmosphere, that, in other words, we had the proper facilities, but not the proper soul. It was felt that people in physical education, particularly the men in the field, did not understand or appreciate us. We retreated before them into a defensive attitude, instead of examining ourselves critically to see whether any of the fault lay in what we were asking them to understand and appreciate.

I am reminded of a college where I taught not too long ago at the summer session. A few of the dance students who were on the campus that summer were enthusiastic about the idea of dance leaving the department of physical education and being taken over into the fine arts department. When I asked if that meant that folk, tap, and social dance would be welcome in the fine arts department, they were somewhat taken aback and finally explained to me in the tone of the younger generation speaking to an old-fashioned aunt, that of course they meant by dance only modern concert dance, and that they supposed the recreational dance classes would stay where they were. A fine split indeed, if one believes that the folk arts are the source of most art which is vital and enduring. Dance which loses its common touch, which doesn't speak, however faintly, to everyone, is in great danger of withering away at its roots.

What about dance in this new program to which we are dedicating ourselves? What has dance and the dance teacher to offer which will not only contribute greatly to the present, but will vitalize the future of education and particularly of physical education? I believe that dance teachers know more about movement and what movement does to the normal human body than any other group of teachers in physical education. They have enjoyed more different kinds of movement experiences themselves; they have analyzed them for teaching purposes; they have manipulated them so that their inherent meanings spoke forth more strongly; they have molded them into satisfying forms.

Because of this the dance teacher can and should speak with authority on body conditioning, on what movement experiences make young bodies alive and strong and adaptable and able to endure. It is of great importance, I believe, that we make a dance approach to body conditioning rather than a calisthenic approach, which may build muscles, it is true, but which stops short at that point and cannot possibly lead on to the values which are so richly inherent in dance experiences. One has only to look at the faces of a group of children dancing to appreciate how the total organism is involved, and to see more clearly the scope offered by this human activity.

It is true that the glamour attaching to anything concerned with the armed forces may for a while motivate girls to accept a program of exercise for exercise's sake, but the intrinsic boredom in anything essentially meaningless will eventually catch up with it. When the period of interest-compulsion is over, the period of revulsion will follow.

In times of stress, when changes of all kinds press in around us, we must examine carefully what we have been doing, so that we may cast off that which has outworn its usefulness, but also so that we may salvage that which is sound and worthy, not only for these times but for those future times when it is our hope war will cease. Dance provides opportunities for creative expression, for group cooperation, for socialization, for a kind of emotional rehabilitation which is true of no other movement experience.

We must hold fast to these creative and cooperative objectives in the face of the pressures which surround us. That is the challenge which faces us. If we believe in dance we must accept it and go on to greater achievement. The next ten years of the Dance Section will tell the story of the dance we will have built.

-- *Journal of Health and Physical Education, June 1943, p.360*

Shauna Isham, VP Dance; sisham@sau15.net

Remember the days when we would lose the gym for a day or two, maybe a week for the school play, or an assembly? As Physical Educators we are trained to think as we go, improvise, and find ways to keep kids moving. Now, in this time of distance learning, we can and we will do the same! All over the internet there are resources coming out from people sharing what they are doing, or posting videos to use for instruction, and it is wonderful to see the network we have as educators.

Many ideas flow through my head, and many resources have already been shared. If you are doing live video instruction and trying to find ways to get the kids engaged, try cardio drumming! Kids can be creative with the type of "drum" or "drumsticks" they have. Buckets, pots, pans, tupperware, or the traditional exercise ball will do the trick. They can use sticks, wooden spoons, their hands, and others. Then get started. Lead them through a cardio drumming session that will leave them out of breath and ready for more!

There are many pre recorded lessons here on pecentral.org <https://www.pecentral.org/lessonideas/SearchResults.asp> As well as access to others on youtube. Learn a routine, make up your own, and get the kids moving and being fit and having fun!

One of the other things I have implemented with my older grades that I see every day through online instruction is a Fun Friday Challenge. The kids can come up with challenges and ideas to share, and then we will pose a new challenge each Friday. No new work will be assigned, they will be able to catch up & also just relax and have some silly fun.

Some of the challenges we have come up with are a bottle flipping 1 minute challenge (I feel that many minute to win it type games will appear), telling jokes but they must speak in an accent, and a 3 item scavenger hunt to see who can go and find the items the fastest!

Hopefully everyone and their families and their students will stay healthy, safe, and most of all, active!

WEBSITE WATCH

Apps:

Sweat Deck (free): Mobile Deck of Cards workout. Assign an exercise to each suit & perform them as cards are drawn from the deck – the card’s value represents how many reps of the exercise to do.

There is also a pro version with more features.

Workout Producer: Ipad only (Free for limited time) Make your student the star of a workout. New from Jarod Robinson. Will be updated later for more formats.

Just Dance Now: (Free) Students can play against others who are not in the same space by simply holding their phone in their hand and following the dancers on the screen. Can be played with or without scoring.

Activeglobe.net (Free)

Teachers can create a class and invite students. Students choose a destination on a google map and log their activity to watch their progress toward their destination. This can also be used by individuals, families, etc.

Zombies, RUN! (Free)

Players walk, jog, or run in the real world and listen to their mission and music through their headphones. If chased by zombies they have to speed up. Players collect supplies to build up their base and can save and share progress.

The Walk (Free)

Just put your phone in your pocket or purse and we’ll track every walk and run you take — and map it, too! Through a captivating story players walk the length of the UK while evading capture by the police and enemy agents. Get rewarded for walking more by collecting clues, scanning for information, and unlocking achievements. The Walk adjusts its difficulty based on individual fitness levels. Everyone’s different, and we make sure we give you the right level of challenge!

AR Runner (Free, offers in app upgrades)

Apple products only. Augmented Reality running game. Place game down in an open space. Run through checkpoints and set new records! Compete against other players worldwide! Play indoors or outside!

HomeCourt (Free right now)

HomeCourt uses just your iPhone or iPad to capture and analyze how you play—from your shots, to your dribbling, to your movements. Integrating NBA-backed instruction with engaging, guided workouts powered by AI, you’ll learn new skills in a way that feels less like training and more like a video game. HomeCourt captures all your activity and provides a complete picture of how you’re improving over time. You can share your skills within your community or even with the NBA through NBA Global Scout.

Keep Your Spark Burning During the Last Few Months of this School Year!

Lauren Manteau; Past VP PE; lsasso8@gmail.com

We all know Our Subject Area is important. There is a 50/50 mix of parents who appreciate our efforts and those who feel they can teach it themselves. Which is all a part of the roller coaster ride that is the Remote Learning.

Let’s remember why we are here, and why we love our jobs! Starting with Physical Education, we help students develop the understanding for physical activity. How to move their bodies in every type of physical way we can muster into a school year. Health, to teach students about their bodies. How it works, how to keep it working and how that relates to moving. Recreation and Dance are two amazing ways in which we implement both Physical Education and Health. These subject areas are top priority right now. People are exercising! They are getting outside in the fresh air. They are practicing good hygiene and cooking healthy meals as a family. They are having dance parties and doing virtual dance classes. The amount of activity I have seen via social media is outpouring with our subject! If you look around the world or even around our beautiful granite state. You will see that we have been successful in promoting our subjects because it is what the world is leaning on! Pat yourself on the back because you’re doing an amazing job! Now here are a few resources, as head into May and June.

My students are currently using resources such as, Cosmic Kids Yoga and Go Noodle. I have provided Weekly Calendar's, Bingo Cards and Choice Boards. These activities are simple, the main goal of each activity is as follows. To get students up and moving away from their computers! This helps give brain/movement breaks to students and parents. The extra resources (videos and websites) are for rainy days. These digital resources seem to be benefitting my students who need follow along instruction.

Some new Resources I will be adding include

YouTube Channels such as:

- The Glen Higgins Fitness Channel. Provides easy fitness for kids, which helps building routines around characters from movies such as “Star Wars,” “The Avengers” and “Harry Potter.”
- The Just Dance channel transforms the combination of animation, music and dancing into exercise. (Similar to the Wii Games)
- On Fitness Blender, a married couple guides viewers through good old-fashioned workout videos.

As for Summer! My School has requested we leave ideas for summer activities in our “end of the year report out.” I will be offering my students a “Summer Passport” to continue their outdoor exploration through the summer. Things that relate to the area in which they all live, plus some options that may be a bit further away. So that any family has the opportunity to complete some passport items. I’d be happy to share my weekly K-1 Calendar, 2-4 Bingo card, 5-6 Wellness options and 7-8 PE Choice Boards!

RECIPE CORNER

Hula Joes (Sloppy Joes Gone Hawaiian)

From: tasteandtellblog.com

¼ lb bacon, cooked to crisp (optional)
1 ½ lbs ground pork, beef, or turkey
1 sweet onion, finely chopped
2 cloves minced garlic
1 can tomato sauce (8oz)
3 Tbsp brown sugar
3 Tbsp red wine vinegar
1 Tbsp Worcestershire sauce
1 Cup Chopped pineapple
Salt and pepper
Hamburger buns
1 Cup shredded cheese (optional)

Cook the ground meat in a pan, breaking it up with a wooden spoon until browned and cooked through. Add the onion and garlic and continue to cook until soft, about 5 min. While the meat and onion are cooking, combine the tomato sauce, brown sugar, red wine vinegar and Worcestershire sauce in a bowl. Once the onions are cooked, pour the mixture into the pan with the port and onions and cook until it reaches your desired consistency. Stir in the pineapple and bacon (if using). Season to taste with salt and pepper. To serve, place the bottom bun on a plate and place a scoop of the meat mixture on top. Sprinkle it with ¼ cup of cheese and top with the top bun.

Instapot Honey Garlic Chicken

From: familyfreshmeals.com

3-4 Boneless, skinless chicken breasts
Salt and pepper to taste
½ cup honey
⅓ cup soy sauce or coconut aminos
⅓ cup diced onion
¼ cup ketchup

2 Tbsp vegetable oil
4 cloves minced garlic
3 tsp cornstarch dissolved in ¼ cup water
Sesame seeds and green onion for topping
Rice for serving (optional)

Place chicken in the bottom of instapot. Season well with salt and pepper.

In a small bowl combine the next six ingredients. Pour the mixture over the chicken and put lid on InstaPot and set to seal. Cook on HP for 15 minutes and then quick release when 15 minutes is up. Remove the chicken from the pot, leave the sauce in the pot.

Dissolve Cornstarch in water in a small bowl. Pour mixture into the instapot. Stir to combine with sauce. Push the saute button and cook sauce for about 5 minutes until slightly thickened. Cut the chicken into bite size pieces and return to the pot and toss with the sauce before serving. Sprinkle with sesame seeds and green onions, serve over rice.

Methods to Evaluate Physical Activity Participation While Remote Teaching

Garison Rogacki—VP Elect PE
garison.rogacki@sau24.org

Remote teaching from home has quickly changed curriculum, teaching strategies and methods to evaluate student progress and learning. As difficult as this change has been for teachers it is also a great time to share knowledge and strategies that have been successful. Through sharing ideas we can make this a more productive and rewarding time for students and teachers. This article will focus on strategies that can be used by teachers and students to evaluate a student's level of participation in physical activities.

Physical activity logs can be used to track student participation in a variety of physical activities. Combine these logs with a reflective writing where students can reflect on level of participation, enjoyment level, new skills or abilities achieved, or increase in strength. These reflections can have students take a deeper look at their participation and how it affects their health. Physical activities included in the log can be teacher appointed, student choice or a combination.

Teach students to use their heart rate to measure their level of participation. Have students calculate their max heart rate ($220 - \text{age} = \text{Max HR}$) and then find their working heart rate zone (60%-80% of their max heart rate). Students can measure their resting heart rate before beginning an activity and then during or right after finishing the activity students can find their working heart rate. The goal is to have students participating in an activity while keeping their heart rate within their working heart rate zone. Heart rate can be included in a physical activity log or can be analyzed in a reflective writing about the activity.

Another method for students to measure their participation level is through the use of a perceived exertion scale. Students would be asked to honestly reflect on their participation and choose the level on the scale that best matches their level of perceived exertion during the activity. There are many scales available that have different number ranges, incorporate pictures, and others have detailed descriptions for the levels of the scale.

During remote teaching don't be afraid to try new strategies or combine strategies. The strategies in this article can all be used separately or combined. It may be interesting to see if students' perceived exertion correlates with their working heart rate level. During remote teaching try new things and share successful strategies with fellow teachers.

NHAHPERD PROGRAM ENHANCEMENT \$250 EQUIPMENT GRANT

Application

Name: _____

Address: _____

School: _____

Level of School: ____ Elementary (K-5) ____ Middle (6-8) ____ Secondary (9-12)

Number of students impacted by this equipment: _____ Grades: _____

List quantity, cost and description of equipment:

(Please respond to each of the following questions in 1 or 2 paragraphs)

How will the acquisition of this equipment enhance your program's content?

How will the acquisition of this equipment enhance your teaching practice?

How will the acquisition of this equipment benefit your students?

****The Program Enhancement Grant is sponsored by the past presidents of NHAHPERD awarding 3 grants of \$250 annually. Funds are designated for the purchase of equipment that will enhance teaching & programming at the K-12 levels in NH schools.**

Criteria: 1. Must be current NHAHPERD member; 2. Receive award only once; 3. Must submit a programmatic play & student outcomes for equipment requested; & 4. Use of equipment must follow the National guidelines on Developmentally Appropriate Practices in PE. The application must include a letter of support from applicant's supervisor indicating program budget for year & specifically identify the account source, school/district for deposit of these funds

Send completed application to: Dianne L. Rappa, P.O. Box 123, Bath, NH 03740 for review & approval.

2020 CANCELLED—POSTPONED TILL JUNE 5, 2021

***32nd ANNUAL WHITE MOUNTAIN JUMP ROPE JAMBOREE
FREESTYLE AND DOUBLE DUTCH WORKSHOP AND CHAMPIONSHIPS***

SATURDAY, JUNE 6, 2020

HAM ARENA, CONWAY, NEW HAMPSHIRE

WORKSHOP: A sharing session in single rope skills, featuring world champion jumper,

Mark "Rock" Rothstein of Atlanta, Georgia.

CHAMPIONSHIP EVENTS: Single Rope: Individual and Pairs Freestyle

Double Dutch: Individual and Pairs Speed

Freestyle (Individual or Pairs)

CHAMPIONSHIP DIVISIONS: Novice, Intermediate and Experienced Divisions for each of the following levels:

- Kindergarten thru 2nd Grade

- 3rd and 4th Grade

- 5th and 6th Grade

- Open Division (7th Grade and above)

For more information, contact Mr. Andrew S. Blanchard, Tournament Director,

P.O. Box 2032, Conway, NH 03818,

or telephone (603) 447-2185 (home) or e-mail - ablanch@roadrunner.com

NHAHPERD AWARDS - Reward those outstanding professionals!

Please participate by nominating your colleagues for an award. It's simple...

1. Send an email to Curt Martin, NHAHPERD Awards Chair – cvmsocket@comcast.net
-In the email, please include the full name of your nominee, his/her contact information, professional role/title, and his/her school/organization. OR
2. Check out the awards section and nomination form available on the web site – www.nhahperd.org

Nominate individuals for any of the following categories:

Award	Brief Description	Criteria
Teacher of the Year-Physical Education: Elementary, Middle, High School	Presented to a physical educator who has made significant contributions to forwarding the objectives of the NHAHPERD organization related to teaching physical education	Current NHAHPERD Member. Certified, full time physical educator with 5 or more years of service.
Teacher of the Year-Health Education:	Presented to a health educator who has made significant contributions to forwarding the objectives of the NHAHPERD organization related to teaching health education	Current NHAHPERD Member. Certified, full time health educator with 5 or more years of service. Minimum of 50% of total job is teaching health education.
Teacher of the Year-Adapted Physical Education	Given annually to an adapted physical educator who has made significant contributions to forwarding the objectives of the NHAHPERD organization.	Current NHAHPERD Member. Certified, full time physical educator with 5 or more years of service. Also have a minimum of 50% total teaching responsibility in physical education with Adapted responsibilities
Teacher of the Year—Dance Education	Presented to dance educator who has made significant contributions to forwarding the objectives of the NHAHPERD organization related to teaching/working in dance education.	Current NHAHPERD Member. Certified, full time teacher with 5 or more years of teaching experience. Minimum of 50% of total job responsibilities is teaching/instructing dance education.
Outstanding Professional Award for Recreation, or College Teaching	Given annually to a recreation or college teaching professional who has made significant contributions to forwarding objectives of the NHAHPERD organization.	Current NHAHPERD Member, with 5 or more years of service in field.
Acknowledgement Award	Recognizes an individual &/or organization in NH for contributions to the fields of health, physical education, recreation and dance. Multiple awards may be presented annually	The individual/organization should be working with the NH school systems at the K-12 college/university level or working in the recreation & dance fields on the community level. Areas that may be submitted are evidence of: leadership, teaching proficiency & competency; evidence of dedication, creativeness, innovation in the field; community involvement; influence upon students & faculty; affiliation with professional associations; writing & lecturing in the HPERD Fields.
Lilyan B. Wright Service Award	Recognizes an individual or organization making a significant contribution to NHAHPERD	NHAHPERD Member
NHAHPERD Meritorious Achievement Award	Recognizes professionals who best exemplify exceptional and outstanding contributions to their respective disciplines. The recipient receives New Hampshire Excellence in Education Award in recognition of their leadership throughout the state during the “EDies” DOE annual celebration in June.	Nominee must have been a professional member of NHAHPERD for 7 years. Nominee is recognized for achievements from the elementary, middle school (junior high), secondary or college/ university level. Nominee must have had 7 years of active involvement in the discipline for which the award will be granted. Nominee must have active involvement with NHAHPERD & at the local, state or district level.

Recommendations for Providing Physical Education Instruction to Students with Disabilities
Submitted by Michelle Grenier, PhD, APE Chair; michelle.grenier@unh.edu

The National Consortium for Physical Education for Individuals with Disabilities (NCPEID) recommends the following practices for service delivery to students with disabilities.

For students with disabilities, the coronavirus and the resulting school closures, can be especially difficult. At school, they receive specialized attention directed to their learning needs. These services are difficult to provide remotely, particularly when parents are also trying to work. As their physical education and adapted physical education teachers, below are a few recommendations for providing instruction to your students.

Communicating:

Your school will have a platform for instruction. Communicate directly with students and parents.

Use two-way communication. Videos are examples with one way communication, however, offer your students and parents a way to communicate through the platform.

Work with parents to direct the child to the appropriate site or support them in doing the activity.

When addressing students directly, make sure they ask permission to use equipment and appropriate space.

Listed below are a few suggested forms of communication:

- Zoom: Video Conference platform
- Google Classroom: Upload assignments, videos, pictures, and chat through a text forum
- FlipGrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.
- Nearpod
- Create a Google phone number: You don't have to give out your personal number. Then, you can call, text, voice messages.
- Seesaw - Student driven digital portfolios and simple parent communication.
 - Design a platform that your county approves, works for you and your students/their parents such as Facebook or Google Hangout

Planning:

It will be different and unique for each student.

Use the IEP goals/team to guide purposeful planning.

For students with IEP goals/objectives, direct parents to use the IEP as a guide and support the practice of those goals/objectives.

Focus on personal health and wellness: (Teachers become more like online personal trainers/fitness instructors and nutritionists)

Broadly review various exercises

Record current ability levels

Set achievable goals for your students

Encourage daily practice and monitor results

Instructing:

Students process information differently and benefit from multi-modal methods of inputting information.

- Visual, verbal, and auditory combined, but use statements like "Do this and say this with me slowly" so that you add in their kinesthetic learning as well.
- Use specific words, terms they know
- Instruct them to teach a sibling or parent

It is important to start very easy and slowly increase the stretch as the muscles loosen. Over stretching can cause pain and injury.

It is essential to know how the person best communicates and to be attentive to their communication via words, vocalization, facial expression, body movement, assistive technology, picture communication symbols, or actual objects.

Ensure that you are providing safety statements, just as if you were teaching a class. Students need to ensure their space is clear and safe. Furniture may need to be moved, toys put away.

Provide detailed instruction, modeling, repeat directions and when possible add text to videos.

Give multiple suggestions for equipment. For example: you can use soft balls, stuff toys, rolled up socks to perform this task.

Provide a method for students/parents to ask questions (communicate with you).

Provide Part-Whole-Part instruction or slow motion

End of the week, ask yourself did you meet the goal?

Content delivery

When possible deliver the local school system's curriculum, following the quarterly planning sequence

Use the IEP as a guide for students with APE services

When it is not possible to follow the quarterly planning sequence of the curriculum, focus on personal fitness and development of fitness plans

Spaces-where and what to use

- Living Room
- Bedroom
- Front/Backyard
- Driveway
- Garage
- Hallway (if in an apartment building)

Who can assist the child? Any member of the household

Additional Resources

U.S Department of Education Guidance Documents Regarding Servicing Students with Disabilities and their IEPs during COVID-19

- <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>
- <https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf>

Council of Exceptional Children: Webinar Video: ▪ <https://www.youtube.com/watch?v=EgO6k8-I4vQ>

OPEN: Active Home - <https://openphysed.org/activeschools/activehome>

<https://sites.google.com/myphysicaleducator.com/home-activities>

SEACOAST PE

<https://www.youtube.com/channel/UCIpm0w1xdMsD1FvB2s6DIIA/playlists>

Strategies and resources compiled by Michelle Grenier & Brad Weiner

Ashley Laufenberg, VP Elect Dance; alaufenberg@pemibaker.org

This Remote Learning time has been difficult for all of us. Whether it's been with our jobs, our kids, or hopefully not, our health, it is an extremely stressful time. Somehow though, we have to find a way to have fun. I recently got back into the fun of sidewalk chalk. I'll admit that my drawing skills are mediocre but I am pretty good if I do say so myself at making race tracks and obstacle courses. You might have seen how online there are some videos going viral on sidewalk chalk messages of love and appreciation to essential workers. Please, if you can in some way, be sure to thank them. There's also a couple videos going around of obstacle courses that involve balancing, jumping, letters, shapes, and numbers-all sorts of stuff. Like I said, I've made a few help keep my daughters and I active. If you search on YouTube there are loads of videos to help you design and create your own. Sometimes I find it's good to check them out just to get the creativity following. You can also just create your own hopscotch game, agility ladder, 5 Dot box, tictactoe, etc. The possibilities really are endless. And thankfully sidewalk chalk is available in stores now! Just don't make the mistake I did and go out and make a beautiful course for it to rain that night and wash it away. Happy creating!

Spring Cleaning? GotSneakers?

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)





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

P.O. Box 123, Porter Road, Bath, NH 03740 - 0123

Dianne L. Rappa Scholarship—Professional Development Opportunities

The Dianne L. Rappa Scholarship was established to honor this outstanding individual for her long and devoted service to NHAHPERD and the people of New Hampshire. This scholarship is awarded to NHAHPERD members for professional development activities. Four scholarships of up to \$500 each may be awarded annually. The professional development activities should allow the recipients to better provide quality programs by positively impacting their knowledge and abilities. The scholarship may be used for professional development activities such as course tuition, conference attendance, and/or equipment purchase. Other activities will be considered as long as they are consistent with the NHAHPERD mission.

Scholarship recipients will be expected to share their newly acquired knowledge and abilities with other NHAHPERD members. Recipients will be expected to retain their NHAHPERD membership for a minimum of three years. ***TYPE*** all information. Inclusion of a personal resume with the application is required. It must not exceed two pages. Letters of support need to be included with the application. A maximum of two letters will be accepted. The completed application, with supporting materials, must be returned to the NHAHPERD Awards Chairperson Curt Martin; cwnsoccer@comcast.net; P.O. Box 114, Contoocook, NH 03229 . All information will be confidential for the biographical summary which may be used for publication if applicant received the award. Include all of the following: Date: Name: Home Address: Home Telephone #: School Address: School Telephone #: E-mail. The application must include: Description of the activity: Describe the benefits from your participation in this activity: Describe how you would share your new knowledge and skills: Describe how you would better serve your profession as a result of this experience: Write a short biographical sketch (no more than 100 words). Please provide the name & telephone number of two individuals submitting letters of recommendation.

(Note: Scholarship available year round—no deadline)

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2020 PRESENTER WORKSHEET
NHAHPERD Annual Conference - November 18 - 20, 2020
Waterville Valley Convention Center, Waterville Valley, NH
'Vision 2020: Innovate, Collaborate & Educate'

Please return this form via mail or email (with 2020 Presenter Form in subject line) to: Melody Gray, Program Coordinator, graymelody2@gmail.com, 244 Wibird St., Portsmouth, NH 03801

Name: _____

NHAHPERD Member? Yes No
Preferred Address: Home Work

Home Address: _____

Phone: _____ Fax: _____ Email: _____

Work Address: _____

Phone: _____ Fax: _____ Email: _____

Disciplines (Check all that apply): Health PE Adapted Recreation Dance
 Coaching Technology Personal

Age/Grade (Check all that apply): Pre-School Elementary Middle Secondary
 College Adult/Senior Other: _____

Title of Session: _____

Description of Session(s): _____

Session Format (Check all that apply): Lecture Demonstration Participation

Room Set-up (Check one): Theatre Open Circle Room Sport Center Tennis Court

Preferred Presentation Date: Thursday (11/19/20) Friday (11/20/20)

Preferred Time: Morning Afternoon

****We try to accommodate the preferred dates and times - please let us know if there is a day or time you DEFINITELY cannot present:** _____

Provided in each room will be a table, screen, & electric cords. Please bring your own equipment.
*Please be advised that we have a presenter handout booklet with an October 10th deadline submission

Any questions??? Please contact Melody Gray, 603-254-5259; graymelody2@gmail.com or
Dianne L. Rappa, E.D./Conference Coordinator 603-747-3508; drappa@roadrunner.com

Thank you for submitting your forms ASAP!!

Dianne Rappa, NHAHPERD E.D.
P.O. Box 123
Bath, NH 03740
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New Hampshire Association for
Health, Physical Education, Recreation & Dance

Save Now and Register for our Annual Conference! 'Vision 2020: Innovate, Collaborate & Educate'
NHAHPERD Annual Conference, Waterville Valley – November 18—20, 2020
2020 EARLY BIRD CONFERENCE PREREGISTRATION AND MEMBERSHIP FORM

Name _____ *Please circle preferred address (Home/Work)
Home: _____ School/Business Name: _____
Address _____ Address _____
Phone _____ Phone _____
Email _____ Email _____

*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
<input type="checkbox"/> PE	<input type="checkbox"/> Student	<input type="checkbox"/> Middle
<input type="checkbox"/> Recreation	<input type="checkbox"/> Retiree	<input type="checkbox"/> Secondary
<input type="checkbox"/> Dance	<input type="checkbox"/> Administrator	<input type="checkbox"/> College/University
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Agency

Membership is required for Conference Attendance & is included in rates below: \$30 Professional; \$15 Student
PREREGISTRATION FEES WITH MEMBERSHIP & HANDOUT BOOK INCLUDED: (check one)

Professional Two Days - \$120 Professional One Day - \$90/ Th. _____ Fri. _____
 Student Two Days - \$55 Student One Day - \$40/ Th. _____ Fri. _____
 Retiree Two Days - \$75 Retiree One Day - \$55/ Th. _____ Fri. _____
\$30 for Thursday night Awards/Banquet Dinner Ticket – Chicken _____ Fish _____ Veg _____

Any Dietary Restrictions? _____ **TOTAL ENCLOSED: \$ _____

THE ABOVE EARLY BIRD DISCOUNT RATES APPLY ONLY PRIOR TO AUGUST 15, 2020
PAYABLE TO: NHAHPERD, P.O. Box 123, Bath, NH 03740 — ?'s: www.nhahperd.org

*Registration Fee includes: handout book, morning refreshments, buffet lunches, exhibits, door prizes, +

*Would you be interested in a 2GB thumb drive w/handouts available for \$5 at conference? YES ___ NO ___
Please check if you do **not** wish to receive a printed newsletter in the mail _____